ANN JERKINS-HARRIS

ACADEMY OF EXCELLENCE

Education Plan Seventh and Eighth Grades

2023-2024

The ANN JERKINS-HARRIS ACADEMY OF EXCELLENCE is an elementary leadership school. We are proud to provide our students with the opportunity to learn alongside a diverse group of children and families who reflect the racial, cultural and socio-economic diversity of communities surrounding our school.

Our standards-based program provides an academically challenging, creative and emotional supportive environment for our students and is designed to continually expand student's knowledge and understanding of concepts, ideas and information, as well as develop students' ability to be independent, critical thinkers.

The educational philosophy, called constructivism, is the cornerstone of our instructional delivery at AJHAE. We offer our students the strategies for gathering information, a classroom climate of shared inquiry, and hands-on experiences making use of a variety of materials. Teachers design projects to promote collaboration between students, connect concepts between curricular areas, and anchor state standards in meaningful contexts like those students will experience in their lives beyond the classroom. Projects will be shared with our community in performances, simulations, art shows, and displays as we celebrate together the continuing joy of lifelong learning.

Definitely *AJHAE* is designed for families who are seeking innovation in education. Through our Personalized Learning Model, students participate in enrichment classes in the core subject areas of language arts, math, social studies and science. We offer a wide range of programs plus onsite intervention and enrichment curricula, including technological resources. The school provides high-quality and state adopted curricula.

We encourage you to maintain an active role in your child's education. As a new and growing school, we welcome your comments, feedback or questions you may have. Feel free to call or set up an appointment if you would like to discuss any matters pertaining to your child's education and school.

VISION STATEMENT

At the Ann Jerkins Harris Academy of Excellence, we support and stimulate an educational environment that nurtures the whole child and promotes individuals of excellence.

MISSION STATEMENT

The mission of the AJHAE is to understand the social, emotional, physical and academic needs of our students adopting a whole-child approach.

CORE VALUES

- Excellence: AJHAE is a school energized by the love of learning and the pursuit of outstanding achievements for all our students.
- Respect: Our code of conduct is based on respect for self, others and the community.
- Integrity: At AJHAE we place high premium on character and leadership development, integrity and consideration for others
- Individuality: We recognize that individual students differ in talents, skills and temperament and we therefore reflect this in our curricular and extra-curricular activities.
- Creativity: We inspire our students to explore their inherent creative nature by constantly promoting their reading, writing, artistic and leadership skills.

ANN JERKINS HARRIS ACADEMY OF EXCELLENCE

EDUCATIONAL LOGIC MODEL 2023-2024

Developed by Dr. Israel I. Koppisch-2016 UPDATED May 2023

LEAD	▪ *Assumes responsibility about his/her future.* ▪ *Celebrate success.*	Emphasis in Reading Comprehension, Vocabulary and Writing Skills *(According to grade level)* *Emphasis in Leadership Effectiveness - Life Skills*	Retention Emphasis in Mathematics, Science and Technology *Emphasis in Leadership Effectiveness- Life Skills*
Assume healthy lifestyles.			
Uses technology strategically.			
▪ *Synergize* ▪ *Denotes social skills.* ▪ *Give Respect* ▪ *Cooperate*		*Learn to Read– Journey to Success- Transition to Middle School*	*Reading to Learn Journey to Success* *Transition to a College Prep School* Transition to a Career / Trade School
▪ *Denotes critical thinking.* ▪ *Thinks before speaking.* ▪ *Translates Goals into Action Steps* ▪ *Autonomy balanced with accountability*		• Assessment of needs • Develop student profiles. • Develop Reading Improvement Monitoring Program • Develop ETR / IEP's (if necessary) • Psychological/Behavior / Quarterly Academic Assessment • Behavior/Crisis Intervention	▪ Development and/or follow-up to student's profiles ▪ Behavior/Crisis Intervention ▪ Psychological/Behavior / Quarterly Academic Assessment ▪ Follow-up Reading Improvement Monitoring Program ▪ Mathematics
Seeks first to understand and then to be understood.		Development of leadership, life, and study 7 habits	Reinforce leadership, life, and study 7 habits
Perseveres in the solution of problems		Tutoring and homework assistance (reading and mathematics skills)	Tutoring and homework assistance (reading and mathematics skills)
Shows independence. *Denotes abstract reasoning.* *Setting goals for themselves*		Physical Education, Fine Arts and Music Participation in leadership team clubs After School Extracurricular Experiences	Physical Education, Fine Arts and Music Participation in leadership team clubs After School Extracurricular / Sports Experiences
Put first things first. *Denotes study habits*		Education for Adventure—*The Leader in Me* Educational projects / fieldtrips (Social Studies/Science oriented)	Education for Adventure—*The Leader in Me* Use of technology for learning purposes
Builds knowledge out of content		Technological experiences After-School Sports Experiences	Healthy lifestyle skills
Can set life goals. Be Proactive		K 1 2 3 PRIMARY SCHOOL	4 5 6 7 8 MIDDLE SCHOOL

SEVENTH AND EIGHTH GRADE PLAN OVERVIEW

Using our academic calendar, AJHAE will provide a well-rounded education plan for seventh and eighth grade students that in addition to meeting our mission, vision and, core values will give them the requisite skills to be successful in high school and beyond to college and career readiness.

Ann Jerkins-Harris Academy of Excellence has chosen academic curriculum materials that align to Ohio's New Learning Standards. Each curriculum set provides both in print as well as digital materials for a wide range of curricular uses.

English Language Arts: Wit and Wisdom published by Great Minds

Mathematics: Eureka Math Squared Published by Great Minds

Social Studies: Gallopade Social Studies

Science: Amplify Science

Social Emotional: Leader in Me

Technology: Typing.com

While AJHAE uses high quality curricular materials, it places emphasis on how those materials are used. High quality instructional strategies are of utmost importance. In the seventh and eighth grades students will use strategies that will serve them well in school and beyond. Students will learn strategies to organize their materials and thinking. They will learn to set goals and make plans to meet those goals. Students will read to learn, write to learn and, learn speaking and listening skills that will increase complexity in learning. High utility strategies such as reciprocal teaching, close reading and note-taking skills that are essential. In addition, these strategies will be used across disciplines to increase continuity in learning and retention.

Students will participate on not less than one standards -based field trip each quarter. These field trips include: Toledo Museum of Art (social studies), Toledo Botanical Gardens (Science), One Government Center (social studies), Jones Leadership Academy (math and social studies).

ANN JERKINS HARRIS ACADEMY OF EXCELLENCE

ACADEMIC CALENDAR 2023-2024

AUGUST 2023

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1-3 Staff Orientation
7-11Staff PD
14 -18 Assessment Days K-4th (By appointment) (No bus services)
21- All grades- full day

SEPTEMBER 2023

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4- Labor Day Holiday (No School)

OCTOBER 2023

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

6- Professional Day (No School)
17- End of 1st quarter (45 days)
30-Parent-Teacher Conferences-(No School)
31-Prof. Day (No School)

NOVEMBER 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

7- Professional Day (No School)
20-24 Fall Recess (No School)
23- Thanksgiving Day
27- Classes Resume

DECEMBER 2023

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

22- Last school day before Winter Recess
25-31 Winter Recess (No School)

JANUARY 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-5 Winter Recess (No School)
4-Parent-teacher conference (No School)
5 Professional Day (No School)
12- End of 2nd Quarter (45 days)
15- MLK Day- (No School)

APPROVED BY AJHAE GOVERNING AUTHORITY 02-18-2023

FEBRUARY 2024

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	25	27	28	29		

2-Professional Day (No School)
19- President's Day Holiday (No School)

MARCH 2024

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20-End of 3rd Quarter (45 days)
22- Parent-Teacher Conferences (No School)
25-29 Spring Recess (No School)

APRIL 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1-Classes Resume

MAY 2024

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27-Memorial Day- (No School)
31- Last Day of School
31- End of 4th quarter (45 days)

JUNE 2024

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

5

JULY 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

TOTAL INSTRUCTIONAL DAYS	180	TOTAL INSTRUCTIONAL HRS REQ. (920 hrs)	1080 hrs	CALAMITY DAYS	28.67 days

Federal Holidays 2023/24 – Observed at AJHAE

Sep 4, 2023	Labor Day	Nov 23, 2023	Thanksgiving Day	Feb 19, 2024	Presidents' Day
		Dec 25, 2023	Christmas Day	May 27, 2024	Memorial Day
		Jan 1, 2024	New Year's Day	Jun 19, 2024	Juneteenth
Nov 11, 2023	Veterans Day	Jan 15, 2024	Martin L. King Day	Jul 4, 2024	Independence Day

INSTRUCTIONAL DAYS

QUARTER	Beginning Date	End Date	TOTAL OF QUARTER INSTRUCTIONAL DAYS
FIRST	August 14, 2023	October 17, 2023	45
SECOND	October 18, 2023	January 12, 2024	45
THIRD	January 16, 2024	March 20, 2024	45
FOURTH	March 22, 2024	May 31, 2024	45
TOTAL DAYS			180 = 1080 hours 26.67 Calamity Days

STAFF PROFESSIONAL DEVELOPMENT DAYS

NEW STAFF ORIENTATION	August 1-4, 2023
STAFF PD	August 7-11, 2023
STAFF PD	October 6, 2023
STAFF PD	November 7, 2023
STAFF PD	January 5, 2024

ANN JERKINS HARRIS ACADEMY OF EXCELLENCE

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						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

5

JULY 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
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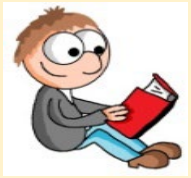
ANN JERKINS HARRIS ACADEMY OF EXCELLENCE
EDUCATIONAL LOGIC MODEL 2023-2024

Developed by Dr. Israel I. Koppisch-2016 UPDATED May 2023

LEAD ▪ *Assumes responsibility about his/her future.* ▪ *Celebrate success.*		Emphasis in Reading Comprehension, Vocabulary and Writing Skills *(According to grade level)* *Emphasis in Leadership Effectiveness - Life Skills*				Retention Emphasis in Mathematics, Science and Technology *Emphasis in Leadership Effectiveness- Life Skills*			
Assume healthy lifestyles.									
Uses technology strategically.									
▪ *Synergize* ▪ *Denotes social skills.* ▪ *Give Respect* ▪ *Cooperate*		*Learn to Read-- Journey to Success- Transition to Middle School*				*Reading to Learn Journey to Success* *Transition to a College Prep School* Transition to a Career / Trade School			
▪ *Denotes critical thinking.* ▪ *Thinks before speaking.* ▪ *Translates Goals into Action Steps* ▪ *Autonomy balanced with accountability*		• Assessment of needs • Develop student profiles. • Develop Reading Improvement Monitoring Program • Develop ETR / IEP's (if necessary) • Psychological/Behavior / Quarterly Academic Assessment • Behavior/Crisis Intervention				▪ Development and/or follow-up to student's profiles ▪ Behavior/Crisis Intervention ▪ Psychological/Behavior / Quarterly Academic Assessment ▪ Follow-up Reading Improvement Monitoring Program ▪ Mathematics			
Seeks first to understand and then to be understood.		Development of leadership, life, and study 7 habits				Reinforce leadership, life, and study 7 habits			
Perseveres in the solution of problems		Tutoring and homework assistance (reading and mathematics skills)				Tutoring and homework assistance (reading and mathematics skills)			
Shows independence. *Denotes abstract reasoning.* *Setting goals for themselves*		Physical Education, Fine Arts and Music Participation in leadership team clubs After School Extracurricular Experiences				Physical Education, Fine Arts and Music Participation in leadership team clubs After School Extracurricular / Sports Experiences			
Put first things first. *Denotes study habits*		Education for Adventure—*The Leader in Me* Educational projects / fieldtrips (Social Studies/Science oriented)				Education for Adventure—*The Leader in Me* Use of technology for learning purposes			
Builds knowledge out of content		Technological experiences After-School Sports Experiences				Healthy lifestyle skills			
Can set life goals. Be Proactive		K	1	2	3	4	5	6	7	8
		PRIMARY SCHOOL				MIDDLE SCHOOL			

Teacher Comments

1st:
2nd:
3rd:
4th:

End of Year Placement	
Promoted to grade	
Assigned to grade	
Retained in grade	

1-8 Report Card 23-24
Academy of Educational Excellence
Ann Jerkins-Harris Academy of Excellence

Student Devine Johnson **Grade** 06

Teacher **Year** 22/23

Attendance	1	2	3	4	Total
Days Absent	12	0	0		
Times Tardy	0	0	0		

GRADES (A-F)

A = Excellent B = Above Average C = Average
D = Below Average F = Failing

Dear Parent/Guardian:

This report card has been prepared to provide you with useful information regarding your child's progress. With your encouragement and support, we hope your child will achieve the kind of progress you consider acceptable and commendable. Please feel free to contact your child's teacher to schedule a conference if you have any questions regarding this report.

English Language Arts / Literacy	1	2	3	4
Grade				
Reading: Students can read and comprehend a range of increasingly complex literary and informational texts.				
Reading Standards for Literature				
Reading Standards for Informational Text				
Reading Standards: Foundational Skills				
Writing: Students can produce effective and well-grounded writing for a range of purposes and audiences.				
Writing Standards				
Speaking and Listening: Students can employ effective speaking and listening skills for a range of purposes and audiences				
Speaking and Listening Standards				
Language Standards				
Research/Inquiry: Students can research to investigate topics, analyze, integrate, and present information.				
Speaking and Listening Standards				

Science	1	2	3	4
Grade				
Earth Science				
Physical Science				
Life Science				

Social Studies	1	2	3	4
Grade				
History				
Geography				
Government				
Economics				

Mathematics	1	2	3	4
Grade				
Operations and Algebraic Thinking				
Numbers and Operations				
Geometry				
Measurement and Data				

Technology	1	2	3	4
Grade				
Information and Communication Technology				
Society and Technology				
Design and Technology				

Social Emotional	1	2	3	4
Self-Awareness				
Self-Management				
Social Awareness				
Relationship Skills				
Responsible Decision Making				

Visual Art	1	2	3	4
Grade				
Creating				
Producing/Performing				
Responding/Reflecting				

Music	1	2	3	4
Grade				
Creating				
Producing/Performing				
Responding/Reflecting				

Physical Education	1	2	3	4
Grade				
Demonstrates competency in a variety of motor skills.				
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance				
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness				
Exhibits responsible behavior that respects self and others.				
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.				

Assessment Results	1	2	3	4
OST Reading				
OST Math				
NWEA/MAP Reading				
NWEA/MAP Math				
DIBELS				

Teacher:_____

Principal:_____

EDUCATIONAL PLAN

MATHEMATICS – SEVENTH GRADE

ABSTRACT

The ANN JERKINS HARRIS ACADEMY OF EXCELLENCE based its Mathematics Educational Program on the Ohio's Learning Standards which outlines what students should know and be able to do in Mathematics in order to be able to succeed in college, careers. The program is also supported, enriched, and supplemented by The Leader in Me leadership program that permeates at all school levels and activities to empower our students to become active leaders in their school, homes, and communities. It establishes a whole-child mindset with a belief that every child has genius, and every student has the potential to become a leader.

|ADOPTED 2023-2024

ANN JERKINS HARRIS ACADEMY OF EXCELLENCE

EDUCATIONAL PLAN: MATHEMATICS GRADE | ADOPTED 2023

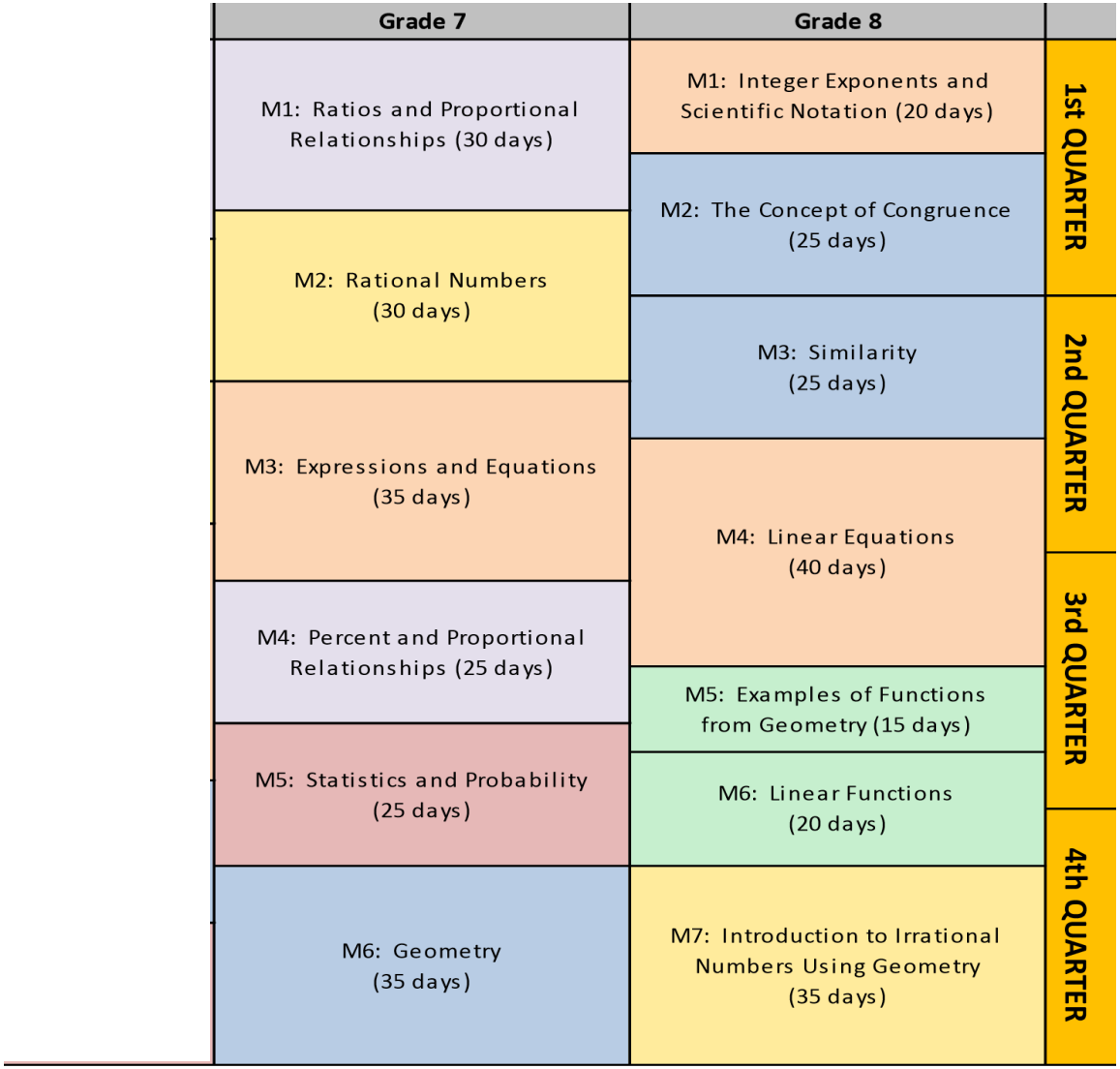
GRADE THEME DESCRIPTION	A STORY OF RATIOS

INTRODUCTION:

AJHAE utilizes Ohio's New Learning Standards in Mathematics to guide math instruction. This guidance is built on a set of standards for mathematics practices

Ohio's Standards for Mathematics Practice:

- **Make sense of problems and persevere in solving them**
- **Reason abstractly and quantitatively.**
- **Construct viable arguments and critique the reasoning of others**
- **Model with mathematics**.
- **Use appropriate tools strategically.**.
- **Attend to precision**
- **Look for and make use of structure**
- ,**Look for and express regularity in repeated reasoning.**



Key:					
Number	Geometry	Ratios and Proportions	Expressions and Equations	Statistics and Probability	Functions

give you a rough guideline. Please use this additional column for your own pacing considerations based on the specific dates

Grade 7 | Ohio Learning Standards for Mathematics Correlation to *Eureka Math²*®

When the original *Eureka Math*® curriculum was released, it quickly became the most widely used K–5 mathematics curriculum in the country. Now, the Great Minds® teacher–writers have created *Eureka Math²*®, a groundbreaking new curriculum that helps teachers deliver exponentially better math instruction while still providing students with the same deep understanding of and fluency in math. *Eureka Math²* carefully sequences mathematical content to maximize vertical alignment—a principle tested and proven to be essential in students' mastery of math—from kindergarten through high school.

While this innovative new curriculum includes all the trademark *Eureka Math* aha moments that have been delighting students and teachers for years, it also boasts these exciting new features:

Teachability

Eureka Math² employs streamlined materials that allow teachers to plan more efficiently and focus their energy on delivering highquality instruction that meets the individual needs of their students. Differentiation suggestions, slide decks, digital interactives, and multiple forms of assessment are just a few of the resources built right into the teacher materials.

Accessibility

Eureka Math² incorporates Universal Design for Learning principles so all learners can access the mathematics and take on challenging math concepts. Student supports are built into the instructional design and are clearly identified in the *Teach* book. Further, the curriculum carries a focus on readability. By eliminating unnecessary words and using simple, clear sentences, the *Eureka Math²* teacher–writers have created one of the most readable mathematics curricula on the market. The curriculum's readability and accessibility help all students see

themselves as mathematical thinkers and doers who are fully capable of owning their mathematics learning.

Digital Engagement

The digital elements of *Eureka Math²* add to students' engagement with the math. The curriculum provides teachers with digital slides for each lesson. In addition, each grade level includes wordless videos that spark students' interest and curiosity. Students at all levels work through mathematical explorations that help lead to their own mathematical discoveries. Digital lessons and videos provide opportunities for students to wonder, explore, and make sense of mathematics, which contributes to the development of a strong, positive mathematical identity.

Standards for Mathematical Practice	Aligned Components of *Eureka Math²*
MP.1 *Make sense of problems and persevere in solving them.*	*Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.*
MP.2 *Reason abstractly and quantitatively.*	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.3 *Construct viable arguments and critique the reasoning of others.*	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.4 *Model with mathematics.*	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.5 *Use appropriate tools strategically.*	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.6 *Attend to precision.*	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.7 *Look for and make use of structure.*	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.

MP.8 ***Look for and express regularity in repeated reasoning.***	**Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.**

Ratios and Proportional Relationships

Analyze proportional relationships and use them to solve real-world and mathematical problems.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math*^{2}
7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units.	7 M1 Lesson 1: An Experiment with Ratios and Rates 7 M1 Lesson 2: Exploring Tables of Proportional Relationships 7 M1 Lesson 3: Identifying Proportional Relationships in Tables
7.RP.2 Recognize and represent proportional relationships between quantities.	***This standard is fully addressed by the lessons aligned to its subsections.***
7.RP.2a Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	**7 M1 Topic A: Understanding Proportional Relationships** **7 M1 Lesson 14: Extreme Bicycles**

7.RP.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	**7 M1 Lesson 4: Exploring Graphs of Proportional Relationships** **7 M1 Lesson 5: Analyzing Graphs of Proportional Relationships** **7 M1 Lesson 6: Identifying Proportional Relationships in Written Descriptions** **7 M1 Lesson 8: Relating Representations of Proportional Relationships** **7 M1 Lesson 9: Comparing Proportional Relationships** **7 M1 Lesson 11: Constant Rates** **7 M1 Lesson 12: Multi-Step Ratio Problems, Part 1**
Ohio Learning Standards for Mathematics	**Aligned Components of *Eureka Math*^{2}**
7.RP.2b *continued*	7 M1 Lesson 13: Multi-Step Ratio Problems, Part 2 7 M1 Lesson 16: Using a Scale Factor 7 M1 Lesson 18: Relating Areas of Scale Drawings
7.RP.2c Represent proportional relationships by equations.	**7 M1 Lesson 2: Exploring Tables of Proportional Relationships** **7 M1 Lesson 3: Identifying Proportional Relationships in Tables** **7 M1 Lesson 8: Relating Representations of Proportional Relationships** **7 M1 Lesson 10: Applying Proportional Reasoning 7 M1** **Lesson 11: Constant Rates** **7 M1 Lesson 12: Multi-Step Ratio Problems, Part 1** **7 M1 Lesson 13: Multi-Step Ratio Problems, Part 2** **7 M5 Lesson 1: Proportionality and Scale Factor** **7 M5 Lesson 4: Proportion and Percent** **7 M5 Lesson 5: Common Denominators or Common Numerators**

7.RP.2d Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.	**7 M1 Lesson 4: Exploring Graphs of Proportional Relationships** **7 M1 Lesson 5: Analyzing Graphs of Proportional Relationships** **7 M1 Lesson 9: Comparing Proportional Relationships**

7.RP.3 Use proportional relationships to solve multistep ratio and percent problems.	7 M1 Lesson 7: Handstand Sprint 7 M1 Lesson 10: Applying Proportional Reasoning 7 M1 Lesson 11: Constant Rates 7 M1 Lesson 12: Multi-Step Ratio Problems, Part 1 7 M1 Lesson 13: Multi-Step Ratio Problems, Part 2 7 M5 Lesson 2: Racing for Percents 7 M5 Lesson 3: Percent as a Rate per 100 7 M5 Lesson 4: Proportion and Percent 7 M5 Lesson 5: Common Denominators or Common Numerators 7 M5 Topic B: Part of 100 7 M5 Lesson 10: Percent Increase 7 M5 Lesson 11: Percent Decrease 7 M5 Lesson 12: More Discounts 7 M5 Lesson 13: What Is the Best Deal? 7 M5 Topic D: Applications of Percent 7 M5 Lesson 20: Making Money, Day 1 7 M5 Lesson 21: Making Money, Day 2 7 M5 Lesson 22: Making Mixtures 7 M5 Lesson 23: Percents of Percents

The Number System

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²* for Mathematics
7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	*This standard is fully addressed by the lessons aligned to its subsections.*
7.NS.1a Describe situations in which opposite quantities combine to make 0.	**7 M2 Lesson 1: Combining Opposites** **7 M2 Lesson 12: The Integer Game**
7.NS.1b a distance $\|q\|$ from p, in the positive or Understand $p + q$ as the number located negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	**7 M2 Lesson 1: Combining Opposites** **7 M2 Lesson 2: Adding Integers** **7 M2 Lesson 3: Adding Integers Efficiently** **7 M2 Lesson 5: Decomposing Rational Numbers to Make Addition More Efficient** **7 M2 Lesson 6: Adding Rational Numbers** **7 M2 Lesson 8: Subtracting Integers, Part 1**

7.NS.1c Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	7 M2 Lesson 7: What Subtraction Means 7 M2 Lesson 8: Subtracting Integers, Part 1 7 M2 Lesson 9: Subtracting Integers, Part 2 7 M2 Lesson 10: Subtracting Rational Numbers, Part 1 7 M2 Lesson 11: Subtracting Rational Numbers, Part 2
7.NS.1d Apply properties of operations as strategies to add and subtract rational numbers.	**7 M2 Lesson 4: KAKOOMA®** **7 M2 Lesson 5: Decomposing Rational Numbers to Make Addition More Efficient** **7 M2 Lesson 6: Adding Rational Numbers** **7 M2 Lesson 9: Subtracting Integers, Part 2** **7 M2 Lesson 10: Subtracting Rational Numbers, Part 1** **7 M2 Lesson 11: Subtracting Rational Numbers, Part 2** **7 M2 Lesson 12: The Integer Game**
7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	***This standard is fully addressed by the lessons aligned to its subsections.***

Ohio Learning Standards	Aligned Components of *Eureka Math²* for Mathematics
7.NS.2a Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	7 M2 Topic C: Multiplying Rational Numbers
7.NS.2b Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-\left(\frac{p}{q}\right) = \frac{-p}{q} = \frac{p}{-q}$. Interpret quotients of rational numbers by describing real-world contexts.	**7 M2 Lesson 18: Understanding Negative Divisors** **7 M2 Lesson 21: Comparing and Ordering Rational Numbers**
7.NS.2c Apply properties of operations as strategies to multiply and divide rational numbers.	**7 M2 Topic C: Multiplying Rational Numbers** **7 M2 Lesson 17: Understanding Negative Dividends** **7 M2 Lesson 18: Understanding Negative Divisors** **7 M2 Lesson 22: Multiplication and Division Expressions** **7 M2 Lesson 24: Order of Operations with Rational Numbers**

Ohio Learning Standards	Aligned Components of *Eureka Math²* for Mathematics
7.NS.2d Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	**7 M2 Lesson 19: Rational Numbers as Decimals, Part 1** **7 M2 Lesson 20: Rational Numbers as Decimals, Part 2** **7 M2 Lesson 21: Comparing and Ordering Rational Numbers**
7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.	**7 M2 Lesson 25: Writing and Evaluating Expressions with Rational Numbers, Part 1** **7 M2 Lesson 26: Writing and Evaluating Expressions with Rational Numbers, Part 2**

Expressions and Equations

Use properties of operations to generate equivalent expressions.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*
7.EE.1 **Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.**	**7 M3 Topic A: Equivalent Expressions**

Ohio Learning Standards	Aligned Components of *Eureka Math²* for Mathematics
7.EE.2 In a problem context, understand that rewriting an expression in an equivalent form can reveal and explain properties of the quantities represented by the expression and can reveal how those quantities are related.	7 M3 Lesson 2: The Distributive Property and the Tabular Model 7 M3 Lesson 4: Adding and Subtracting Expressions 7 M3 Lesson 5: Factoring Expressions 7 M3 Lesson 6: Comparing Expressions 7 M3 Lesson 9: Solving Equations to Determine Unknown Angle Measures 7 M5 Lesson 10: Percent Increase 7 M5 Lesson 11: Percent Decrease 7 M5 Lesson 12: More Discounts 7 M5 Lesson 14: Scale Factor—Percent Increase and Decrease 7 M5 Lesson 15: Tips and Taxes 7 M5 Lesson 16: Markups and Discounts 7 M5 Lesson 23: Percents of Percents

Expressions and Equations

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*
7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	7 M2 Lesson 25: Writing and Evaluating Expressions with Rational Numbers, Part 1 7 M2 Lesson 26: Writing and Evaluating Expressions with Rational Numbers, Part 2 7 M3 Lesson 9: Solving Equations to Determine Unknown Angle Measures 7 M3 Lesson 10: Problem Solving with Unknown Angle Measures 7 M3 Lesson 11: Dominoes and Dominoes 7 M3 Lesson 16: Using Equations to Solve Rate Problems 7 M3 Lesson 17: Using Equations to Solve Problems

Ohio Learning Standards	Aligned Components of *Eureka Math²* for Mathematics
7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	7 M3 Lesson 11: Dominoes and Dominoes 7 M3 Lesson 12: Solving Equations Algebraically and Arithmetically 7 M3 Lesson 13: Solving Equations—Puzzles 7 M3 Lesson 16: Using Equations to Solve Rate Problems 7 M3 Lesson 17: Using Equations to Solve Problems 7 M3 Lesson 18: Understanding Inequalities and Their Solutions 7 M3 Lesson 19: Using Equations to Solve Inequalities 7 M3 Lesson 21: Solving Two-Step Inequalities 7 M3 Lesson 22: Solving Problems Involving Inequalities 7 M3 Lesson 23: Inequalities vs. Equations

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*
7.EE.4a Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.	7 M3 Lesson 7: Angle Relationships and Unknown Angle Measures 7 M3 Lesson 8: Strategies to Determine Unknown Angle Measures 7 M3 Lesson 12: Solving Equations Algebraically and Arithmetically 7 M3 Lesson 13: Solving Equations—Puzzles 7 M3 Lesson 14: Solving Equations—Scavenger Hunt 7 M3 Lesson 15: Solving Equations Fluently 7 M3 Lesson 16: Using Equations to Solve Rate Problems
7.EE.4b Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.	**7 M3 Topic D: Inequalities**

Geometry

Draw, construct, and describe geometrical figures and describe the relationships between them.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*
7.G.1 **Solve problems involving similar figures with right triangles, other triangles, and special quadrilaterals.**	***This standard is fully addressed by the lessons aligned to its subsections.***

Ohio Learning Standards	Aligned Components of *Eureka Math²* for Mathematics
7.G.1a Compute actual lengths and areas from a scale drawing and reproduce a scale drawing at a different scale.	7 M1 Lesson 15: Scale Drawings 7 M1 Lesson 16: Using a Scale Factor 7 M1 Lesson 17: Finding Actual Distances from a Scale Drawing 7 M1 Lesson 18: Relating Areas of Scale Drawings 7 M1 Lesson 19: Scale and Scale Factor 7 M1 Lesson 20: Creating Multiple Scale Drawings 7 M5 Lesson 1: Proportionality and Scale Factor 7 M5 Lesson 14: Scale Factor—Percent Increase and Decrease
7.G.1b Represent proportional relationships within and between similar figures.	**8 M3 Topic D: Applications of Similar Figures**
7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric figures with given conditions.	**7 M4 Topic A: Constructing Geometric Figures** **7 M4 Topic B: Constructing Triangles** **7 M4 Lesson 9: Constructing a Circle**
7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	**7 M4 Lesson 22: Understanding Planes and Cross Sections** **7 M4 Lesson 23: Cross Section Scavenger Hunt**

Geometry

Solve real-life and mathematical problems involving angle measure, circles, area, surface area, and volume.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*
7.G.4 Work with circles.	*This standard is fully addressed by the lessons aligned to its subsections.*
7.G.4a Explore and understand the relationships among the circumference, diameter, area, and radius of a circle.	**7 M4 Lesson 10: The Outside of a Circle** **7 M4 Lesson 11: The Inside of a Circle** **7 M4 Lesson 12: Exploring the Area and Circumference of a Circle** **7 M4 Lesson 13: Finding Areas of Circular Regions** **7 M4 Lesson 14: Composite Figures with Circular Regions** **7 M4 Lesson 15: Watering a Lawn**
7.G.4b Know and use the formulas for the area and circumference of a circle and use them to solve real-world and mathematical problems.	**7 M4 Lesson 10: The Outside of a Circle** **7 M4 Lesson 11: The Inside of a Circle** **7 M4 Lesson 12: Exploring the Area and Circumference of a Circle** **7 M4 Lesson 13: Finding Areas of Circular Regions** **7 M4 Lesson 14: Composite Figures with Circular Regions** **7 M4 Lesson 15: Watering a Lawn**
7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	**7 M3 Lesson 7: Angle Relationships and Unknown Angle Measures** **7 M3 Lesson 8: Strategies to Determine Unknown Angle Measures** **7 M3 Lesson 10: Problem Solving with Unknown Angle Measures**

7.G.6 Solve real-world and mathematical problems involving area, volume, and surface	**area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.**

Ohio Learning Standards	Aligned Components of *Eureka Math²* for Mathematics
	7 M4 Lesson 14: Composite Figures with Circular Regions 7 M4 Lesson 16: Solving Area Problems by Composition and Decomposition 7 M4 Lesson 17: Surface Area of Right Rectangular and Right Triangular Prisms 7 M4 Lesson 18: Surface Area of Right Prisms 7 M4 Lesson 20: Surface Areas of Right Pyramids 7 M4 Lesson 21: Surface Area of Other Solids 7 M4 Lesson 24: Volume of Prisms 7 M4 Lesson 25: Volume of Composite Solids 7 M4 Lesson 26: Designing a Fish Tank

Statistics and Probability

Use sampling to draw conclusions about a population.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*
7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population.	*This standard is fully addressed by the lessons aligned to its subsections.*
7.SP.1a Differentiate between a sample and a population.	7 M6 Lesson 11: Populations and Samples 7 M6 Lesson 12: Selecting a Sample 7 M6 Lesson 13: Variability Between Samples 7 M6 Lesson 14: Sampling Variability When Estimating a Population Mean

Ohio Learning Standards	Aligned Components of *Eureka Math²* for Mathematics
7.SP.1b Understand that conclusions and generalizations about a population are valid only if the sample is representative of that population. Develop an informal understanding of bias.	**Statistics and Probability** **7 M6 Lesson 13: Variability Between Samples** **7 M6 Lesson 14: Sampling Variability When Estimating a Population Mean** **7 M6 Lesson 15: Sampling Variability and the Effect of Sample Size 7 M6 Lesson 16:** **Sampling Variability When Estimating a Population Proportion** ***Supplemental material is necessary to address an informal understanding of bias.***

Broaden understanding of statistical problem solving.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*
7.SP.2 Broaden statistical reasoning by using the GAISE model:	*This standard is fully addressed by the lessons aligned to its subsections.*
7.SP.2a Formulate Questions: Recognize and formulate a statistical question as one that anticipates variability and can be answered with quantitative data.	**6 M6 Lesson 1: Posing Statistical Questions** **6 M6 Lesson 2: Describing a Data Distribution** **6 M6 Lesson 6: Selecting a Data Display** **6 M6 Lesson 17: Developing a Statistical Project**
7.SP.2b Collect Data: Design and use a plan to collect appropriate data to answer a statistical question.	**6 M6 Lesson 2: Describing a Data Distribution** **6 M6 Lesson 17: Developing a Statistical Project**

Ohio Learning Standards	Aligned Components of *Eureka Math²* for Mathematics
7.SP.2c Analyze Data: Select appropriate graphical methods and numerical measures to analyze data by displaying variability within a group, comparing individual to individual, and comparing individual to group.	**6 M6 Lesson 2: Describing a Data Distribution** **6 M6 Lesson 6: Selecting a Data Display** **6 M6 Lesson 22: Presenting Statistical Projects**
7.SP.2d Interpret Results: Draw logical conclusions and make generalizations from the data based on the original question.	**6 M6 Lesson 6: Selecting a Data Display** **6 M6 Lesson 22: Presenting Statistical Projects**

Statistics and Probability

Summarize and describe distributions representing one population and draw informal comparisons between two populations.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*
7.SP.3 Describe and analyze distributions.	*This standard is fully addressed by the lessons aligned to its subsections.*
7.SP.3a Summarize quantitative data sets in relation to their context by using mean absolute deviation (MAD), interpreting mean as a balance point.	**6 M6 Topic B: Mean and Mean Absolute Deviation**

Ohio Learning Standards	Aligned Components of *Eureka Math²* for Mathematics
7.SP.3b Informally assess the degree of visual overlap of two numerical data distributions with roughly equal variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.	7 M6 Topic D: Comparing Populations

Statistics and Probability

Investigate chance processes and develop, use, and evaluate probability models.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*
7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event; a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely; and a probability near 1 indicates a likely event.	7 M6 Lesson 1: What is Probability?

Ohio Learning Standards	Aligned Components of *Eureka Math²* for Mathematics
7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.	7 M6 Lesson 2: Empirical Probability 7 M6 Lesson 3: Outcomes of Chance Experiments 7 M6 Lesson 6: Outcomes That Are Not Equally Likely 7 M6 Lesson 8: Picking Blue
7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	**7 M6 Lesson 7: The Law of Large Numbers**
7.SP.7a Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.	**7 M6 Lesson 4: Theoretical Probability** **7 M6 Lesson 7: The Law of Large Numbers**
7.SP.7b Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.	**7 M6 Lesson 7: The Law of Large Numbers** **7 M6 Lesson 8: Picking Blue**

Ohio Learning Standards	Aligned Components of *Eureka Math²* for Mathematics
7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulations.	***This standard is fully addressed by the lessons aligned to its subsections.***
7.SP.8a Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	7 M6 Lesson 5: Multistage Experiments
7.SP.8b Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language, e.g., "rolling double sixes," identify the outcomes in the sample space which compose the event.	**7 M6 Lesson 5: Multistage Experiments**
7.SP.8c Design and use a simulation to generate frequencies for compound events.	**7 M6 Lesson 9: Probability Simulations** **7 M6 Lesson 10: Simulations with Random Number Tables**

EDUCATIONAL PLAN

ENGLISH /LANGUAGE ARTS

EIGHTH-GRADE

ABSTRACT

The ANN JERKINS HARRIS ACADEMY OF EXCELLENCE based its English Language arts Educational Program on the Ohio's Learning Standards which outlines what students should know and be able to do in reading and writing in order to be able to succeed in college, careers, and for their role as engaged, well rounded individuals in a global society. The program is also supported, enriched, and supplemented by The Leader in Me leadership program that permeates at all school levels and activities to empower our students to become active leaders in their school, homes, and communities. It establishes a whole-child mindset with a belief that every child has genius, and every student has the potential to become a leader.

|ADOPTED 2023-2024)

ANN JERKINS HARRIS ACADEMY OF EXCELLENCE

EDUCATIONAL PLAN: ENGLIS/LANGUAGE ARTS GRADE 7 | ADOPTED 2023

INTRODUCTION:

The goal of the AJHAE English /Language Arts program is providing students with the requisite skills needed to become independent thinkers and evaluator of the world around them. Through a rigorous curriculum that supports critical thinking and various representations of acquisition of knowledge, students will develop the skills necessary to become college and career ready in the twenty-first century world.

Ohio's English/Language Arts Standards:

- research- and evidence-based
- aligned with college and work expectations
- Rigorous
- internationally benchmarked.
- needed to make a successful transition to postsecondary education, the workplace and civic life.
- Are informed by national standards.
- Balance knowledge, conceptual understanding, and skill development.
- Represent rigorous progression across grades and in-depth study within each grade.
- Serve as the basis for classroom and statewide assessments.
- instructional programs,

Reading Standards for Literature **Key Ideas and Details** **Ohio Standards**	**Aligned Components of *Wit & Wisdom***
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Grade 7, Module 1, Lessons 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33,** **Grade 7, Module 2, Lessons 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 33, 34, 35** **Grade 7, Module 3, Lessons 1, 2, 3, 4, 5, 6, 10, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 34, 35, 36, 37** **Grade 7, Module 4, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 19, 20, 23, 24, 25, 26, 27, 28, 29, 31, 38**
RL.7.2 Analyze literary text development.	**See RL.7.2a-b below**
RL.7.2a Determine a theme of a text and analyze its development over the course of the text.	**Grade 7, Module 1, Lessons 4, 5, 9, 10, 15, 16, 17, 19, 20, 23, 24, 25, 26, 27, 28, 29** **Grade 7, Module 2, Lessons 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 30** **Grade 7, Module 3, Lessons 3, 4, 5, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30** **Grade 7, Module 4, Lessons 3, 4, 5, 6, 7, 13, 14, 15, 16, 17, 19, 23, 24, 25, 26, 29, 38**
Ohio Standards	**Aligned Components of *Wit & Wisdom***
RL.7.2b Incorporate the development of a theme and other story details into an objective summary of the text.	**Grade 7, Module 1, Lessons 4, 5, 9, 10, 15, 16, 17, 19, 20, 23, 24, 25, 26, 27, 28, 29** **Grade 7, Module 2, Lessons 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 30** **Grade 7, Module 3, Lessons 3, 4, 5, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30** **Grade 7, Module 4, Lessons 3, 4, 5, 6, 7, 13, 14, 15, 16, 17, 19, 23, 24, 25, 26, 29, 38**

 DD = Deep Dive

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**Grade 7, Module 1, Lessons 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30** **Grade 7, Module 2, Lessons 3, 5, 6, 7, 9, 10, 12, 13, 14, 15, 17, 18, 19, 20, 33, 34, 35** **Grade 7, Module 3, Lessons 16, 18, 19, 20, 22, 28** **Grade 7, Module 4, Lessons 2, 4, 5, 6, 7, 8, 13, 17, 19, 28**

Reading Standards for Literature

Craft and Structure

Ohio Standards	Aligned Components of *Wit & Wisdom*
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Grade 7, Module 1, Lessons 1DD, 5, 20, 26, 27DD, 28, 29 Grade 7, Module 2, Lessons 4DD, 5, 10, 14, 17DD Grade 7, Module 3, Lessons 1, 2, 3, 4, 5, 6, 6DD, 15, 18, 20, 24 Grade 7, Module 4, Lessons 6, 12DD, 13, 13DD, 14DD, 23, 25, 26, 28DD

Ohio Standards	Aligned Components of *Wit & Wisdom*
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Grade 7, Module 1, Lessons 10, 15, 18 Grade 7, Module 2, Lesson 17 Grade 7, Module 3, Lessons 2, 3, 4, 5
RL.7.6 Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.	Grade 7, Module 1, Lessons 6, 11, 16, 27 Grade 7, Module 3, Lessons 17, 18, 19, 20, 21, 22, 24, 28 Grade 7, Module 4, Lessons 13, 18

 DD = Deep Dive

Reading Standards for Literature

Integration of Knowledge and Ideas

Ohio Standards	Aligned Components of *Wit & Wisdom*
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Grade 7, Module 3, Lessons 2, 3, 4, 5
RL.7.8 Not applicable to literature.	n/a
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Grade 7, Module 1, Lessons 5, 25 Grade 7, Module 2, Lessons 4, 18 Grade 7, Module 4, Lessons 3, 4, 9, 12, 13, 14, 16, 23, 26

Reading Standards for Literature

Range of Reading and Level of Text Complexity

Ohio Standards	Aligned Components of *Wit & Wisdom*
RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, textto-text, and text-to-world connections that deepen understanding of the text.	Grade 7 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.

 DD = Deep Dive

Reading Standards for Informational Text

Key Ideas and Details

Ohio Standards	Aligned Components of *Wit & Wisdom*
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Grade 7, Module 1, Lessons 2, 10, 20 Grade 7, Module 2, Lessons 1, 4, 18, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35 Grade 7, Module 3, Lessons 7, 8, 9, 10, 11, 12, 13, 14, 17, 25, 26, 31, 32, 33, 34, 35, 36, 37 Grade 7, Module 4, Lessons 3, 4, 5, 9, 11, 12, 14, 16, 17, 18, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	RI.7.2a-b

Ohio Standards	Aligned Components of *Wit & Wisdom*
RI.7.2a Determine two or more central ideas in a text and analyze their development over the course of the text.	Grade 7, Module 1, Lesson 2 Grade 7, Module 2, Lessons 8, 18, 23, 24, 25, 26, 28, 29, 30, 31 Grade 7, Module 3, Lessons 7, 8, 10, 13, 14, 25, 26, 31 Grade 7, Module 4, Lessons 3, 14, 15, 16, 17, 18, 30, 32, 38

 DD = Deep Dive

RI.7.2b Provide an objective summary of the text that includes the central ideas and their development.	Grade 7, Module 1, Lesson 2 Grade 7, Module 2, Lessons 8, 18, 23, 24, 25, 26, 28, 29, 30, 31 Grade 7, Module 3, Lessons 7, 8, 10, 13, 14, 25, 26, 31 Grade 7, Module 4, Lessons 3, 14, 15, 16, 17, 18, 30, 32, 38
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Grade 7, Module 2, Lessons 4, 24, 25, 26, 28, 29, 30, 33, 34, 35 Grade 7, Module 4, Lessons 4, 17, 21, 22, 23, 26, 27, 28, 30, 31, 33, 34, 35, 36, 37

Reading Standards for Informational Text

Craft and Structure

Ohio Standards	Aligned Components of *Wit & Wisdom*
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Grade 7, Module 1, Lessons 2, 13DD Grade 7, Module 2, Lessons 4DD, 10DD, 14DD, 22DD, 24, 28,29DD Grade 7, Module 3, Lessons 8, 9, 10, 13, 31, 32 Grade 7, Module 4, Lessons 3, 3DD, 9, 12DD, 14, 15, 16, 16DD, 18, 23DD, 24DD, 30DD

Ohio Standards	Aligned Components of *Wit & Wisdom*
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Grade 7, Module 2, Lessons 1, 4, 8, 23, 24 Grade 7, Module 4, Lessons 3, 9, 14, 15, 16, 18, 30

 DD = Deep Dive

RI.7.6 Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Grade 7, Module 2, Lesson 18 Grade 7, Module 3, Lessons 9, 31 Grade 7, Module 4, Lessons 3, 4, 5, 9, 16, 17, 18, 26

Reading Standards for Informational Text

Integration of Knowledge and Ideas

Ohio Standards	Aligned Components of *Wit & Wisdom*
RI.7.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Grade 7 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims.	Grade 7, Module 3, Lessons 7, 8, 12, 13, 14, 16, 17, 19, 21, 23, 31, 32
RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Grade 7, Module 3, Lesson 31 Grade 7, Module 4, Lessons 8, 17, 24, 26

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

Ohio Standards	Aligned Components of *Wit & Wisdom*

 DD = Deep Dive

RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Grade 7 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.

Writing Standards

Text Types and Purposes

Ohio Standards	Aligned Components of *Wit & Wisdom*
W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	Grade 7 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
W.7.1.a Establish a thesis statement to present an argument.	Grade 7, Module 3 Lessons 4, 6, 11–12, 15, 17, 21, 30, 33–34
W.7.1b Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Grade 7, Module 3, Lessons 3, 4, 6,11, 12, 15, 17, 21, 23, 26, 28, 30, 31, 32, 33, 34
W.7.1c Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Grade 7, Module 3, Lessons 8, 11, 12, 15, 17, 21, 30, 33, 34

 DD = Deep Dive

Ohio Standards	Aligned Components of *Wit & Wisdom*
W.7.1d Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Grade 7, Module 3, Lessons 16, 17, 21, 30, 33
W.7.1e Establish and maintain a formal style.	Grade 7, Module 2, Lesson 29 Grade 7, Module 3, Lessons 22, 30, 33, 36DD
W.7.1f Provide a concluding statement or section that follows from and supports the argument presented.	Grade 7, Module 3, Lessons 28, 33
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Grade 7 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
W.7.2a Establish a thesis statement to present information.	Grade 7, Module 3 Lessons 4, 6, 11–12, 15, 17, 21, 30, 33–34
W.7.2b Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.	Grade 7, Module 2, Lessons 4, 5, 6, 8, 15, 23, 24, 33 Grade 7, Module 4, Lessons 28, 30, 33, 35

 DD = Deep Dive

Ohio Standards	Aligned Components of *Wit & Wisdom*
W.7.2c Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Grade 7, Module 2, Lessons 4, 6, 15, 16, 33 Grade 7, Module 4, Lessons 33, 35
W.7.2d Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Grade 7, Module 2, Lessons 18DD, 20, 24DD, 26DD Grade 7, Module 4, Lesson 33
W.7.2e Use precise language and domain-specific vocabulary to inform about or explain the topic.	Grade 7, Module 2, Lessons 5DD, 6DD, 15DD, 20, 23DD, 35DD Grade 7, Module 3, Lessons 9DD, 10DD Grade 7, Module 4, Lessons 33, 37DD
W.7.2f Establish and maintain a formal style.	Grade 7, Module 2, Lessons 20, 23DD, 28, 28DD, 29 Grade 7, Module 4, Lesson 33
W.7.2g Provide a concluding statement or section that follows from and supports the information or explanation presented.	Grade 7, Module 2, Lessons 4, 32 Grade 7, Module 4, Lessons 28, 33
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Grade 7 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.

 DD = Deep Dive

W.7.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Grade 7, Module 1, Lessons 6, 7, 8, 9, 29, 30
Ohio Standards	**Aligned Components of *Wit & Wisdom***
W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Grade 7, Module 1, Lessons 6, 7, 12, 17, 21, 25, 27, 28, 29, 30
W.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Grade 7, Module 1, Lessons 28, 30 Grade 7, Module 2, Lessons 11DD, 12DD, 18DD, 24DD, 26DD Grade 7, Module 3, Lesson 16
W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Grade 7, Module 1, Lessons 3DD, 4DD, 6, 7, 15DD, 17, 25, 27, 28, 29, 30, 34DD Grade 7, Module 3, Lesson 1
W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.	Grade 7, Module 1, Lessons 29, 30

Writing Standards

Production and Distribution of Writing

Ohio Standards	Aligned Components of *Wit & Wisdom*

 DD = Deep Dive

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Grade 7, Module 2, Lessons 10, 16, 20, 23, 29, 31, 34, 35 Grade 7, Module 3, Lessons 21, 22, 30, 33, 35, 36, 36DD Grade 7, Module 4, Lessons 24, 32, 35, 36, 37
W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or	Grade 7, Module 1, Lessons 22DD, 30DD, 32, 32DD, 33, 34, 34DD Grade 7, Module 2, Lessons 21, 31, 33, 34, 35, 35DD Grade 7, Module 3, Lessons 10DD, 21, 22, 30, 30DD, 33, 34, 35, 36, 36DD
Ohio Standards	**Aligned Components of *Wit & Wisdom***
trying a new approach, focusing on how well purpose and audience have been addressed.	Grade 7, Module 4, Lessons 32, 33, 34, 37, 37DD
W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.	Grade 7, Module 3, Lesson 33 Grade 7, Module 4, Lessons 34, 35, 36, 37

Writing Standards

Research to Build and Present Knowledge

Ohio Standards	Aligned Components of *Wit & Wisdom*
W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Grade 7, Module 2, Lessons 2, 16 Grade 7, Module 4, Lessons 1, 2, 4, 5, 8, 9, 11, 12, 26, 27, 34

 DD = Deep Dive

W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Grade 7, Module 2, Lessons 2, 16 Grade 7, Module 4, Lessons 1, 2, 5, 8, 9, 10, 11, 25DD, 26, 26DD, 27, 27DD, 33, 34, 35, 36
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Grade 7 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
Ohio Standards	**Aligned Components of *Wit & Wisdom***
W.7.9a Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	Grade 7, Module 2, Lessons 20, 33, 34 Grade 7, Module 3, Lessons 10, 11, 28, 30
W.7.9b Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	Grade 7, Module 2, Lessons 33, 34 Grade 7, Module 3, Lessons 10, 11

 DD = Deep Dive

W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Grade 7, Module 2, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30 Grade 7, Module 3, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 19, 20, 24, 25, 28, 32, 33, 37 Grade 7, Module 4, Lessons 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 18, 23, 26, 29, 31, 38

Speaking & Listening Standards

Comprehension and Collaboration

Ohio Standards	Aligned Components of *Wit & Wisdom*
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Grade 7 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.

Ohio Standards	Aligned Components of *Wit & Wisdom*
SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Grade 7, Module 1, Lessons 7, 18, 24 Grade 7, Module 2, Lessons 7, 19, 30 Grade 7, Module 3, Lessons 11, 29, 37 Grade 7, Module 4, Lessons 27, 31, 38
SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Grade 7, Module 1, Lessons 2, 5, 7, 18, 24, 30 Grade 7, Module 2, Lessons 7, 19, 30 Grade 7, Module 3, Lessons 11, 29, 37 Grade 7, Module 4, Lessons 27, 31, 38

 DD = Deep Dive

SL.7.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	Grade 7, Module 1, Lessons 7, 18, 24 Grade 7, Module 2, Lessons 7, 19, 30 Grade 7, Module 3, Lessons 10, 11, 17, 19, 29, 37 Grade 7, Module 4, Lessons 27, 31, 38
SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.	Grade 7, Module 1, Lesson 7 Grade 7, Module 2, Lesson 30 Grade 7, Module 3, Lessons 29, 37 Grade 7, Module 4, Lesson 31
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Grade 7, Module 1, Lessons 1, 2, 8, 9, 10, 13, 14, 15, 16, 20, 24 Grade 7, Module 2, Lessons 1, 2, 3, 4, 5, 6, 8, 9, 10, 17, 18, 20, 21, 23, 24, 26, 27, 28, 29 Grade 7, Module 3, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 25, 26 Grade 7, Module 4, Lessons 1, 2, 3, 4, 5, 9, 10, 13, 14, 15, 16, 17, 19, 21, 22, 24
Ohio Standards	**Aligned Components of *Wit & Wisdom***
SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Grade 7, Module 3, Lessons 8, 19, 21, 22, 23, 35

Speaking & Listening

Presentation of Knowledge and Ideas

Ohio Standards	Aligned Components of *Wit & Wisdom*

 DD = Deep Dive

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Grade 7, Module 1, Lesson 26 Grade 7, Module 2, Lessons 12, 15 Grade 7, Module 4, Lessons 14, 17, 20, 21, 22
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Grade 7, Module 4, Lessons 15, 20, 21, 22
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Grade 7, Module 1, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35 Grade 7, Module 2, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35 Grade 7, Module 3, Lessons 11, 29, 37 Grade 7, Module 4, Lessons 18DD, 19DD, 20DD, 21, 22, 27, 31, 38

Language Standards

Conventions of Standard English

Ohio Standards	Aligned Components of *Wit & Wisdom*
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grade 7 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.

 DD = Deep Dive

L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.	Grade 7, Module 1, Lessons 11DD, 25DD, 32DD 34DD Grade 7, Module 2, Lessons 11DD, 12DD, 18DD, 20, 24DD Grade 7, Module 3, Lessons 14DD, 15DD, 16DD, 17DD, 21DD
L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Grade 7, Module 1, Lessons 18DD, 19DD, 22DD, 30DD, 34DD Grade 7, Module 2, Lessons 20DD, 21, 23DD, 26DD Grade 7, Module 3, Lessons 21, 23DD, 24DD, 27DD, 28DD, 30, 30DD, 33, 35, 36DD, 37DD
L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Grade 7, Module 2, Lessons 16DD, 20, 21DD, 30DD
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Grade 7 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
L.7.2a Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	Grade 7, Module 1, Lessons 23DD, 26DD, 28DD, 34DD Grade 7, Module 2, Lessons 26DD Grade 7, Module 4, Lessons 2DD, 5DD, 6DD, 9DD, 33, 35, 36, 37, 37DD
Ohio Standards	**Aligned Components of *Wit & Wisdom***
L.7.2b Spell correctly.	Grade 7, Module 2, Lesson 20 Grade 7, Module 4, Lesson 37DD

 DD = Deep Dive

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Grade 7 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
L.7.3a Choose language that expresses ideas precisely and concisely.	Grade 7, Module 1, Lessons 3DD, 4DD, 9DD, 15DD, 28DD, 34DD Grade 7, Module 2, Lessons 5DD, 15DD, 20, 23DD, 35DD Grade 7, Module 3, Lessons 4DD, 7DD, 8DD, 9DD, 10DD, 21,28DD, 30, 33, 35, 36DD Grade 7, Module 4, Lessons 18DD, 19DD, 20DD, 31DD, 32DD, 33, 37DD
L.7.3b Recognize and eliminate wordiness and redundancy.	Grade 7, Module 1, Lessons 3DD, 4DD, 9DD, 15DD, 28DD, 34DD Grade 7, Module 2, Lessons 5DD, 15DD, 20, 23DD, 35DD Grade 7, Module 3, Lessons 4DD, 7DD, 8DD, 9DD, 10DD, 21,28DD, 30, 33, 35, 36DD Grade 7, Module 4, Lessons 18DD, 19DD, 20DD, 31DD, 32DD, 33, 37DD

Language Standards

Vocabulary Acquisition and Use

Ohio Standards	Aligned Components of *Wit & Wisdom*
L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	See L.7.4a-c

Ohio Standards	Aligned Components of *Wit & Wisdom*

 DD = Deep Dive

L.7.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Grade 7, Module 1, Lessons 2, 5, 5DD, 6DD, 10DD, 11DD, 13DD, 16DD, 17DD, 20, 27DD, 28, 29DD, 31DD Grade 7, Module 2, Lessons 2DD, 3DD, 4DD, 7DD, 13DD, 17DD, 19DD, 22DD, 24, 27DD, 28, 29DD, 31DD Grade 7, Module 3, Lessons 2DD, 3, 4, 5, 5DD, 11DD, 15, 18, 19DD, 20DD, 32, 34DD Grade 7, Module 4, Lessons 3, 3DD, 9, 16DD, 17DD, 18, 21DD, 23DD, 24DD, 26, 28DD, 30DD, 33DD
L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).	Grade 7, Module 1, Lessons 2DD, 3DD, 6DD, 8DD, 10DD, 13DD, 16DD, 20DD, 29DD Grade 7, Module 2, Lessons 1, 2DD, 3DD, 8DD, 13DD, 22DD, 25DD, 27DD Grade 7, Module 3, Lessons 1DD, 2DD, 5DD, 20, 6DD, 20DD, 26, 29DD, 32DD, 34DD Grade 7, Module 4, Lessons 3, 3DD, 6, 7DD, 8DD, 9, 10DD, 15DD, 17DD, 18DD, 21DD, 24DD, 30DD, 33DD
L.7.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify precise meaning or its part of speech.	Grade 7, Module 1, Lessons 5DD, 8DD, 16DD, 24DD Grade 7, Module 2, Lessons 4DD, 7DD, 17DD, 22DD, 27DD Grade 7, Module 3, Lessons 11DD, 32DD Grade 7, Module 4, Lessons 3, 3DD, 4DD, 8DD, 10DD, 15DD, 16DD, 17DD, 18, 30DD
L.7.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Grade 7, Module 1, Lessons 5DD, 8DD, 16DD, 17DD, 24DD, 27DD Grade 7, Module 2, Lessons 4DD, 7DD, 17DD, 24, 28, 27DD Grade 7, Module 3, Lessons 4, 11DD, 15, 32DD, 34DD Grade 7, Module 4, Lessons 8DD, 9, 10DD, 15DD, 16DD, 17DD, 18, 26, 30DD

 DD = Deep Dive

Ohio Standards	Aligned Components of *Wit & Wisdom*
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	See L.7.5a-c
L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	Grade 7, Module 1, Lessons 1DD, 12DD, 14DD, 21DD Grade 7, Module 2, Lesson 3 Grade 7, Module 3, Lessons 1, 2, 3, 4, 5, 6, 6DD, 9, 22DD Grade 7, Module 4, Lessons 7, 12DD, 14DD
L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Grade 7, Module 1, Lessons 5DD, 20DD, 24DD, 27DD Grade 7, Module 2, Lessons 1DD, 4DD, 7DD, 9DD, 17DD, 25DD, 29DD Grade 7, Module 3, Lessons 11DD, 12DD, 13DD, 19DD Grade 7, Module 4, Lessons 3, 3DD, 4DD, 10DD
L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	Grade 7, Module 1, Lessons 5DD, 27DD Grade 7, Module 2, Lessons 4DD, 17DD Grade 7, Module 3, Lessons 5, 8, 18DD, 25DD Grade 7, Module 4, Lessons 1DD, 6, 13DD, 16DD, 28DD, 29DD
L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Grade 7 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.

 DD = Deep Dive

EDUCATIONAL PLAN

MATHEMATICS – EIGHTH GRADE

ABSTRACT

The ANN JERKINS HARRIS ACADEMY OF EXCELLENCE based its Mathematics Educational Program on the Ohio's Learning Standards which outlines what students should know and be able to do in Mathematics in order to be able to succeed in college, careers. The program is also supported, enriched, and supplemented by The Leader in Me leadership program that permeates at all school levels and activities to empower our students to become active leaders in their school, homes, and communities. It establishes a whole-child mindset with a belief that every child has genius, and every student has the potential to become a leader.

|ADOPTED 2023-2024

ANN JERKINS HARRIS ACADEMY OF EXCELLENCE

EDUCATIONAL PLAN: MATHEMATICS GRADE 8 | ADOPTED 2023

GRADE THEME DESCRIPTION	A STORY OF RATIOS

INTRODUCTION:

AJHAE utilizes Ohio's New Learning Standards in Mathematics to guide math instruction. This guidance is built on a set of standards for mathematics practices

Ohio's Standards for Mathematics Practice:

- **Make sense of problems and persevere in solving them**
- **Reason abstractly and quantitatively.**
- **Construct viable arguments and critique the reasoning of others**
- **Model with mathematics**.
- **Use appropriate tools strategically.**.
- **Attend to precision**
- **Look for and make use of structure**
- ,**Look for and express regularity in repeated reasoning.**

Curriculum Map for Grades 7-8

Grade 7	Grade 8	
M1: Ratios and Proportional Relationships (30 days)	M1: Integer Exponents and Scientific Notation (20 days)	1st QUARTER
M2: Rational Numbers (30 days)	M2: The Concept of Congruence (25 days)	
M3: Expressions and Equations (35 days)	M3: Similarity (25 days)	2nd QUARTER
M4: Percent and Proportional Relationships (25 days)	M4: Linear Equations (40 days)	3rd QUARTER
M5: Statistics and Probability (25 days)	M5: Examples of Functions from Geometry (15 days)	
M6: Geometry (35 days)	M6: Linear Functions (20 days)	4th QUARTER
	M7: Introduction to Irrational Numbers Using Geometry (35 days)	

Key:					
Number	Geometry	Ratios and Proportions	Expressions and Equations	Statistics and Probability	Functions

give you a rough guideline. Please use this additional column for your own pacing considerations based on the specific dates

Grade 8 | Ohio Learning Standards for Mathematics Correlation to *Eureka Math²*®

When the original *Eureka Math*® curriculum was released, it quickly became the most widely used K–5 mathematics curriculum in the country. Now, the Great Minds® teacher–writers have created *Eureka Math²*®, a groundbreaking new curriculum that helps teachers deliver exponentially better math instruction while still providing students with the same deep understanding of and fluency in math. *Eureka Math²* carefully sequences mathematical content to maximize vertical alignment—a principle tested and proven to be essential in students' mastery of math—from kindergarten through high school.

While this innovative new curriculum includes all the trademark *Eureka Math* aha moments that have been delighting students and teachers for years, it also boasts these exciting new features:

Teachability

Eureka Math² employs streamlined materials that allow teachers to plan more efficiently and focus their energy on delivering highquality instruction that meets the individual needs of their students. Differentiation suggestions, slide decks, digital interactives, and multiple forms of assessment are just a few of the resources built right into the teacher materials.

Accessibility

Eureka Math² incorporates Universal Design for Learning principles so all learners can access the mathematics and take on challenging math concepts. Student supports are built into the instructional design and are clearly identified in the *Teach* book. Further, the curriculum carries a focus on readability. By eliminating unnecessary words and using simple, clear sentences, the *Eureka Math²* teacher–writers have created one of the most readable mathematics curricula on the market. The curriculum's readability and accessibility help all students see themselves as mathematical thinkers and doers who are fully capable of owning their mathematics learning.

Digital Engagement

The digital elements of *Eureka Math²* add to students' engagement with the math. The curriculum provides teachers with digital slides for each lesson. In addition, each grade level includes wordless videos that spark students' interest and curiosity. Students at all levels work through mathematical explorations that help lead to their own mathematical discoveries. Digital lessons and videos provide opportunities for students to wonder, explore, and make sense of mathematics, which contributes to the development of a strong, positive mathematical identity.

Standards for Mathematical Practice	Aligned Components of *Eureka Math²*
MP.1 Make sense of problems and persevere in solving them.	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.2 Reason abstractly and quantitatively.	**Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.**
MP.3 Construct viable arguments and critique the reasoning of others.	**Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.**
MP.4 Model with mathematics.	**Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.**
MP.5 Use appropriate tools strategically.	**Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.**
MP.6 Attend to precision.	**Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.**
MP.7 Look for and make use of structure.	**Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.**
MP.8 Look for and express regularity in repeated reasoning.	**Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.**

The Number System

Know that there are numbers that are not rational, and approximate them by rational numbers.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*
8.NS.1 Know that real numbers are either rational or irrational. Understand informally that every number has a decimal expansion which is repeating, terminating, or is non-repeating and non-terminating.	8 M1 Lesson 22: Familiar and Not So Familiar Numbers 8 M4 Lesson 5: An Interesting Application of Linear Equations, Part 1 8 M4 Lesson 6: An Interesting Application of Linear Equations, Part 2
8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions, e.g., π^2.	**8 M1 Lesson 21: Approximating Values of Roots and π^2** **8 M1 Lesson 23: Ordering Irrational Numbers**

Expressions and Equations

Work with radicals and integer exponents.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*
8.EE.1 **Understand, explain, and apply the properties of integer exponents to generate equivalent numerical expressions.**	**8 M1 Topic B: Properties and Definitions of Exponents**

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*

8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	8 M1 Lesson 16: Perfect Squares and Perfect Cubes 8 M1 Lesson 17: Solving Equations with Squares and Cubes 8 M1 Lesson 20: Square Roots 8 M1 Lesson 22: Familiar and Not So Familiar Numbers 8 M1 Lesson 24: Revisiting Equations with Squares and Cubes
8.EE.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities and to express how many times as much one is than the other.	**8 M1 Lesson 1: Large and Small Positive Numbers** **8 M1 Lesson 2: Comparing Large Numbers** **8 M1 Lesson 3: Time to Be More Precise—Scientific Notation** **8 M1 Lesson 7: Making Sense of the Exponent of 0** **8 M1 Lesson 11: Small Positive Numbers in Scientific Notation**
8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal notation and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities, e.g., use millimeters per year for seafloor spreading. Interpret scientific notation that has been generated by technology.	**8 M1 Lesson 2: Comparing Large Numbers** **8 M1 Lesson 4: Adding and Subtracting Numbers Written in Scientific Notation** **8 M1 Lesson 12: Operations with Numbers in Scientific Notation** **8 M1 Lesson 13: Applications with Numbers in Scientific Notation** **8 M1 Lesson 14: Choosing Units of Measurement** **8 M1 Lesson 15: Get to the Point**

Expressions and Equations

Understand the connections between proportional relationships, lines, and linear equations.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*
8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8 M4 Lesson 15: Comparing Proportional Relationships 8 M4 Lesson 16: Proportional Relationships and Slope
8.EE.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.	8 M3 Lesson 17: Similar Triangles on a Line 8 M4 Lesson 16: Proportional Relationships and Slope 8 M4 Lesson 17: Slopes of Rising Lines 8 M4 Lesson 18: Slopes of Falling Lines 8 M4 Lesson 19: Using Coordinates to Find Slope 8 M4 Lesson 20: Slope-Intercept Form of the Equation of a Line

Expressions and Equations

Analyze and solve linear equations and pairs of simultaneous linear equations.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*
Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*
8.EE.7 Solve linear equations in one variable.	8 M4 Lesson 2: Solving Linear Equations 8 M4 Lesson 3: Solving Linear Equations with Rational Coefficients 8 M4 Lesson 4: Using Linear Equations to Solve Problems 8 M4 Lesson 10: Using Linear Equations to Solve Real-World Problems 8 M4 Lesson 11: Planning a Trip

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*
8.EE.7a Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	8 M4 Lesson 7: Linear Equations with More Than One Solution 8 M4 Lesson 8: Another Possible Number of Solutions 8 M4 Lesson 9: Writing Linear Equations 8 M4 Lesson 10: Using Linear Equations to Solve Real-World Problems
8.EE.7b Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	**8 M4 Lesson 1: Equations** **8 M4 Lesson 2: Solving Linear Equations** **8 M4 Lesson 3: Solving Linear Equations with Rational Coefficients** **8 M4 Lesson 5: An Interesting Application of Linear Equations, Part 1** **8 M4 Lesson 6: An Interesting Application of Linear Equations, Part 2** **8 M4 Lesson 7: Linear Equations with More Than One Solution** **8 M4 Lesson 8: Another Possible Number of Solutions** **8 M4 Lesson 10: Using Linear Equations to Solve Real-World Problems** **8 M4 Lesson 11: Planning a Trip**
8.EE.8 Analyze and solve pairs of simultaneous linear equations graphically.	***This standard is fully addressed by the lessons aligned to its subsections.***

8.EE.8a Understand that the solution to a pair of linear equations in two variables corresponds to the point(s) of intersection of their graphs, because the point(s) of intersection satisfy both equations simultaneously.	8 M5 Topic A: Solving Systems of Linear Equations Graphically
8.EE.8b Use graphs to find or estimate the solution to a pair of two simultaneous linear equations in two variables. Equations should include all three solution types: one solution, no solution, and infinitely many solutions. Solve simple cases by inspection.	**8 M5 Lesson 1: Solving Problems with Equations and Their Graphs** **8 M5 Lesson 3: Identifying Solutions** **8 M5 Lesson 4: More Than One Solution** **8 M5 Lesson 5: Estimating Solutions**
8.EE.8c Solve real-world and mathematical problems leading to pairs of linear equations in two variables.	**8 M5 Lesson 1: Solving Problems with Equations and Their Graphs**

Functions

Define, evaluate, and compare functions.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math*
8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	8 M6 Lesson 1: Motion and Speed 8 M6 Lesson 2: Definition of a Function 8 M6 Lesson 4: More Examples of Functions 8 M6 Lesson 5: Graphs of Functions and Equations
8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	**8 M6 Lesson 7: Interpreting Rate of Change and Initial Value** **8 M6 Lesson 8: Comparing Functions**
8.F.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.	**8 M6 Lesson 3: Linear Functions and Proportionality** **8 M6 Lesson 6: Linear Functions and Rate of Change** **8 M6 Lesson 10: Graphs of Nonlinear Functions**

Functions

Use functions to model relationships between quantities.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math*²
8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	8 M6 Lesson 6: Linear Functions and Rate of Change 8 M6 Lesson 7: Interpreting Rate of Change and Initial Value 8 M6 Lesson 25: Applications of Volume
8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph, e.g., where the function is increasing or decreasing, linear or nonlinear. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	**8 M6 Lesson 9: Increasing and Decreasing Functions** **8 M6 Lesson 10: Graphs of Nonlinear Functions**

Geometry

Understand congruence and similarity using physical models, transparencies, or geometry software.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math*[2]
8.G.1 Verify experimentally the properties of rotations, reflections, and translations (include examples both with and without coordinates).	*This standard is fully addressed by the lessons aligned to its subsections.*
8.G.1a Lines are taken to lines, and line segments are taken to line segments of the same length.	**8 M2 Lesson 1: Motions of the Plane** **8 M2 Lesson 2: Translations** **8 M2 Lesson 3: Reflections** **8 M2 Lesson 5: Rotations** **8 M2 Lesson 7: Working Backward** **8 M2 Lesson 8: Sequencing the Rigid Motions**
8.G.1b Angles are taken to angles of the same measure.	**8 M2 Lesson 1: Motions of the Plane** **8 M2 Lesson 2: Translations** **8 M2 Lesson 3: Reflections** **8 M2 Lesson 5: Rotations** **8 M2 Lesson 7: Working Backward** **8 M2 Lesson 8: Sequencing the Rigid Motions**

Ohio Learning Standards	Aligned Components of *Eureka Math²* for Mathematics
8.G.1c Parallel lines are taken to parallel lines.	8 M2 Lesson 1: Motions of the Plane 8 M2 Lesson 2: Translations 8 M2 Lesson 3: Reflections 8 M2 Lesson 5: Rotations 8 M2 Lesson 7: Working Backward 8 M2 Lesson 8: Sequencing the Rigid Motions
8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	**8 M2 Topic B: Rigid Motions and Congruent Figures** **8 M2 Lesson 12: Lines Cut by a Transversal**
8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	**8 M2 Lesson 4: Translations and Reflections on the Coordinate Plane** **8 M2 Lesson 6: Rotations on the Coordinate Plane** **8 M2 Lesson 9: Ordering Sequences of Rigid Motions** **8 M3 Topic A: Dilations** **8 M3 Topic B: Properties of Dilations** **8 M3 Lesson 9: Describing Dilations** **8 M3 Lesson 10: Sequencing Transformations** **8 M3 Lesson 16: Similar Right Triangles**

Ohio Learning Standards	Aligned Components of *Eureka Math²* for Mathematics
8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	**8 M3 Lesson 11: Similar Figures** **8 M3 Lesson 12: Exploring Angles in Similar Triangles** **8 M3 Lesson 13: Similar Triangles** **8 M3 Lesson 17: Similar Triangles on a Line**
8.G.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.	**8 M2 Topic C: Angle Relationships** **8 M3 Lesson 12: Exploring Angles in Similar Triangles** **8 M3 Lesson 13: Similar Triangles** **8 M3 Lesson 14: Using Similar Figures to Find Unknown Side Lengths** **8 M3 Lesson 15: Applications of Similar Figures** **8 M3 Lesson 16: Similar Right Triangles**

Geometry

Understand and apply the Pythagorean Theorem.

Ohio Learning Standards	Aligned Components of *Eureka Math²* for Mathematics
8.G.6 **Analyze and justify an informal proof of the Pythagorean Theorem and its converse.**	**8 M2 Lesson 17: Proving the Pythagorean Theorem** **8 M2 Lesson 18: Proving the Converse of the Pythagorean Theorem** **8 M2 Lesson 19: Using the Pythagorean Theorem and Its Converse**

Ohio Learning Standards	Aligned Components of *Eureka Math²* for Mathematics
8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	8 M1 Lesson 18: The Pythagorean Theorem 8 M1 Lesson 19: Using the Pythagorean Theorem 8 M1 Lesson 20: Square Roots 8 M2 Lesson 19: Using the Pythagorean Theorem and Its Converse 8 M2 Lesson 21: Applying the Pythagorean Theorem 8 M2 Lesson 22: On the Right Path 8 M3 Lesson 16: Similar Right Triangles
8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	**8 M2 Lesson 20: Distance in the Coordinate Plane** **8 M2 Lesson 22: On the Right Path**

Geometry

Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*
8.G.9 **Solve real-world and mathematical problems involving volumes of cones, cylinders, and spheres.**	**8 M6 Topic E: Volume**

Statistics and Probability

Investigate patterns of association in bivariate data.

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*
8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering; outliers; positive, negative, or no association; and linear association and nonlinear association.	8 M6 Lesson 11: Scatter Plots 8 M6 Lesson 12: Patterns in Scatter Plots
8.SP.2 Understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	**8 M6 Lesson 13: Informally Fitting a Line to Data** **8 M6 Lesson 15: Linear Models** **8 M6 Lesson 16: Using the Investigative Process** **8 M6 Lesson 17: Analyzing the Model**

8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.	**8 M6 Lesson 6: Linear Functions and Rate of Change** **8 M6 Lesson 7: Interpreting Rate of Change and Initial Value** **8 M6 Lesson 14: Determining an Equation of a Line Fit to Data** **8 M6 Lesson 15: Linear Models** **8 M6 Lesson 16: Using the Investigative Process** **8 M6 Lesson 17: Analyzing the Model**

Ohio Learning Standards for Mathematics	Aligned Components of *Eureka Math²*
8.SP.4 **Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.**	**8 M6 Topic D: Bivariate Categorical Data**

ANN JERKINS-HARRIS

ACADEMY OF EXCELLENCE

Est. 2012

EDUCATION PLAN

ENGLISH/LANGUAGE ARTS

EIGHTH GRADE

The ANN JERKINS HARRIS ACADnts to become active leaders in their school, homes, and communities. It establishes a whole-child mindset with a belief that every child has genius, and every student has the potential to become a leader.
|ADOPTED 2023-2024)

ANN JERKINS HARRIS ACADEMY OF EXCELLENCE

EDUCATIONAL PLAN: ENGLIS/LANGUAGE ARTS GRADE 8 | ADOPTED 2023

INTRODUCTION:

The goal of the AJHAE English /Language Arts program is providing students with the requisite skills needed to become independent thinkers and evaluator of the world around them. Through a rigorous curriculum that supports critical thinking and various representations of acquisition of knowledge, students will develop the skills necessary to become college and career ready in the twenty-first century world.

Ohio's English/Language Arts Standards:

- research- and evidence-based
- aligned with college and work expectations
- Rigorous
- internationally benchmarked.
- needed to make a successful transition to postsecondary education, the workplace and civic life.
- Are informed by national standards.
- Balance knowledge, conceptual understanding, and skill development.
- Represent rigorous progression across grades and in-depth study within each grade.
- Serve as the basis for classroom and statewide assessments.
- instructional programs,

™

WIT & WISDOM®

Curiosity, Inquiry, Knowledge

Ohio's Learning Standards for
English Language Arts
Correlation to
Wit & Wisdom

GRADE 8 | March 2023

ABOUT *WIT & WISDOM*

Wit & Wisdom® is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds. Founded in 2007, Great Minds PBC has evolved from an education advocacy start-up to a respected curriculum developer providing the highest quality materials and professional development to schools and districts nationwide. In pursuit of its goal to raise expectations for every student, Great Minds enlists educators to write curricula that use proven learning strategies to reward students' natural curiosity, build knowledge, and cultivate lifelong critical-thinking skills. Writing teams collaborate to ensure a consistent structure and vision for learning within and across all grade levels.

With *Wit & Wisdom*, every text a student explores is authentic and of the highest quality. Students use these texts at every turn—to learn, and eventually master, essential reading, writing, speaking, listening, grammar, and vocabulary skills. All students read and discuss gradelevel texts, and the curriculum includes suggestions for supporting this learning at key moments in the lessons.

Wit & Wisdom is composed of four modules per grade level. Each artfully explores a specific topic to develop depth of understanding and inspire curiosity. Modules build students' knowledge of important topics in the arts, science, and social studies through the use of diverse and culturally relevant texts. The core of each module is a selection of literary works, informational texts, and visual art. Modules are made up of approximately 30 lessons that are covered in six to eight weeks. All modules integrate reading, writing, speaking, listening, and language instruction.

Wit & Wisdom was intentionally designed to be implemented alongside a high-quality, research-based foundational skills program therefore the majority of the foundational skills standards will fall into this category. With strategic placement of supplemental materials, students can be successful in achieving the proficiencies of the Ohio's Learning Standards for English Language Arts while benefiting from the rich texts and knowledge building of *Wit & Wisdom*. For more information on *Wit & Wisdom*'s alignment to the science of reading, please see The Science of Reading and *Wit & Wisdom* and Examining Scarborough's Rope: Background Knowledge. A detailed analysis of the alignment between the Ohio's Learning Standards for English Language Arts and *Wit & Wisdom* is provided in the table on the pages that follow this introduction.

An adoption of *Wit & Wisdom* brings to your classroom:

HIGH RATINGS

The independent, nonprofit reviewer EdReports.org gives *Wit & Wisdom* top ratings for text quality, building knowledge, and usability. *Wit & Wisdom* received a Tier 1 designation for all grades, Kindergarten through Grade 8, from the Louisiana Department of Education.

PROVEN RESULTS

Schools and districts nationwide are experiencing increased student engagement and growth with *Wit & Wisdom*. See their stories and data at https://greatminds.org/research. Data stories from districts can be found at https://greatminds.org/casestudies. Finally, we are proud to share *The Knowledge Map Project*, an initiative of the Institute of Educational Policy at Johns Hopkins University and Chiefs for Change. This study provided *Wit & Wisdom* with high marks, saying it contains "high-quality texts with extensive topical coverage," and "makes especially good use of the visual arts." Read more at https://edpolicy.education.jhu.edu/knowledge-map/.

ONGOING SUPPORT

Great Minds offers *Wit & Wisdom* curriculum-specific professional development that values educators' experiences and unique contexts. Our professional development helps teachers build their content knowledge and instructional practices to guide them in how to develop habits of inquiry in their students through rich experiences with the curriculum's complex texts. Ongoing support includes:

Introducing *Wit & Wisdom*

- *Wit & Wisdom* Blog and Online Resources Implementation Guide
- Module Zero (GK–2, G3–5, G6–8)
- *Wit & Wisdom* Preparation Protocols
- On-Demand Professional Development and Implementation Support Videos

Extending Wit & Wisdom

- Family Tip Sheets
- Multilingual Glossary
- Volume of Reading text list
- *Wit & Wisdom* assessment resources (Standards Trackers and Question Sets)
- The Art of *Wit & Wisdom* (lessons and vocabulary relating to the curriculum's rich artwork)

Reading Standards for Literature

Key Ideas and Details

Ohio Standards	Aligned Components of *Wit & Wisdom*
RL.8.1 **Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**	Grade 8, Module 1, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 29 Grade 8, Module 2, Lessons 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 30, 33, 34, 35, 36 Grade 8, Module 3, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34
RL.8.2 **Analyze literary text development.**	See RL.8.2a-b
RL.8.2a **a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.**	Grade 8, Module 1, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 13, 13DD, 14, 15, 16, 17, 18, 19, 21, 22, 29, 29DD, 30 Grade 8, Module 2, Lessons 8, 9, 10, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 35, 36 Grade 8, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 17, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 36
RL.8.2b **Incorporate a theme and its relationship to other story elements into an objective summary of the text.**	Grade 8, Module 1, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 13, 13DD, 14, 15, 16, 17, 18, 19, 21, 22, 29, 29DD, 30 Grade 8, Module 2, Lessons 8, 9, 10, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 35, 36 Grade 8, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 17, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 36
Ohio Standards	Aligned Components of *Wit & Wisdom*

 DD = Deep Dive

RL.8.3 **Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.**	Grade 8, Module 1, Lessons 2, 3, 5, 6, 7, 10, 13, 14, 15, 16, 17, 29 Grade 8, Module 2, Lessons 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 20, 22, 23, 24, 25, 27, 28, 29, 30, 34, 35, 36 Grade 8, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 20, 21, 22, 24

Reading Standards for Literature

Craft and Structure

Ohio Standards	Aligned Components of *Wit & Wisdom*
RL.8.4 **Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.**	Grade 8, Module 1, Lessons 1, 2, 3, 4, 4DD, 5, 10, 11DD, 14, 15, 16, 21, 22, 24DD, 29, 32DD, 33DD Grade 8, Module 2, Lessons 6DD, 7DD, 8, 8DD, 9, 10, 10DD, 11, 11DD, 13, 14, 15, 17, 18, 19, 20, 22, 23, 24, 25, 26, 29, 30, 34, 35, 36 Grade 8, Module 3, Lessons 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 20, 21, 22, 23, 28, 29, 30, Grade 8, Module 4, Lessons 12DD, 4DD, 9DD, 0DD, 18DD, 20DD, 21DD, 24DD, 25, 30DD
RL.8.5 **Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.**	Grade 8, Module 1, Lessons 3, 5, 8, 9, 10, 11, 12, 14, 15, 16, 17, 20, 21, 22, 30, 31, 32 Grade 8, Module 2, Lessons 19, 26
RL.8.6 **Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor**	Grade 8, Module 1, Lesson 10 Grade 8, Module 3, Lessons 18, 19, 20, 21, 22, 24, 29

Reading Standards for Literature

Integration of Knowledge and Ideas

 DD = Deep Dive

Ohio Standards	Aligned Components of *Wit & Wisdom*
RL.8.7 **Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.**	Grade 8, Module 2, Lessons 21, 22, 25, 26, 34 Grade 8, Module 3, Lessons 18
RL.8.8 **Not applicable to literature.**	N.A.
RL.8.9 **Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new.**	Grade 8, Module 3, Lessons 24, 27

Reading Standards for Literature

Range of Reading and Level of Text Complexity

Ohio Standards	Aligned Components of *Wit & Wisdom*
RL.8.10 **By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make tex-tto-self, text-to-text, and text-to-world connections that deepen understanding of the text.**	Grade 8 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.

Reading Standards for Informational Text

Key Ideas and Details

Ohio Standards	Aligned Components of *Wit & Wisdom*

 DD = Deep Dive

RI.8.1 **Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**	Grade 8, Module 1, Lessons 11, 12, 23, 24, 25, 26, 27, 28, 29, 30 Grade 8, Module 2, Lessons 1, 2, 3, 4, 5, 12, 14, 31, 32, 33 Grade 8, Module 3, Lessons 12, 13, 14, 15, 16, 17, Grade 8, Module 4, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 33
RI.8.2 **Analyze informational text development.**	RI.8.2a-b
RI.8.2a **Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. Incorporate central ideas and their relationships into an objective summary of the text.**	Grade 8, Module 1, Lessons 11, 12, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32 Grade 8, Module 2, Lessons 1, 2, 3, 4, 5, 12, 14, 31, 32, 34 Grade 8, Module 3, Lessons 13, 15, 16, 17, Grade 8, Module 4, Lessons 3, 4, 5, 6, 7, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
RI.8.2b **Incorporate central ideas and their relationships into an objective summary of the text.**	Grade 8, Module 1, Lessons 11, 12, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32 Grade 8, Module 2, Lessons 1, 2, 3, 4, 5, 12, 14, 31, 32, 34 Grade 8, Module 3, Lessons 13, 15, 16, 17, Grade 8, Module 4, Lessons 3, 4, 5, 6, 7, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
RI.8.3 **Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., *through comparisons, analogies, or categories*).**	Grade 8, Module 1, Lessons 12, 23, 24, 25, Grade 8, Module 2, Lessons 1, 2, 4, 12, 31, 32, 33 Grade 8, Module 3, Lessons 13, 14
Ohio Standards	**Aligned Components of *Wit & Wisdom***

 DD = Deep Dive

	Grade 8, Module 4, Lessons 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 17, 20, 21, 23

Reading Standards for Informational Text

Craft and Structure

Ohio Standards	Aligned Components of *Wit & Wisdom*
RI.8.4 **Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**	Grade 8, Module 1, Lessons 11, 12, 12DD, 13DD, 23, 23DD, 24, 25, 27DD, 32DD, 33DD Grade 8, Module 2, Lessons 1, 2DD, 3, 4, 4DD, 12, 12DD, 31, 32 Grade 8, Module 3, Lessons 12, 14, 14DD, 15DD Grade 8, Module 4, Lessons 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 24, 3DD, 10DD, 15DD, 17DD, 19DD, 20DD
RI.8.5 **Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.**	Grade 8, Module 1, Lesson 27 Grade 8, Module 2, Lessons 1, 3 Grade 8, Module 4, Lessons 1, 14, 19, 20, 21
RI.8.6 **Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.**	Grade 8, Module 1, Lesson 24 Grade 8, Module 3, Lessons 12, 14 Grade 8, Module 4, Lessons 7, 11, 12, 15, 16, 18, 19, 20, 24

Reading Standards for Informational Text

Integration of Knowledge and Ideas

Ohio Standards	Aligned Components of *Wit & Wisdom*

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RI.8.7 **Evaluate the advantages and disadvantages of using different mediums (e.g., print, or digital text, video, multimedia) to present a particular topic or idea.**	Grade 8 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
RI.8.8 **Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.**	Grade 8, Module 3, Lessons 13, 14, 15, 16 Grade 8, Module 4, Lessons 20, 23
RI.8.9 **Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.**	Grade 8, Module 4, Lessons 5, 20, 23, 24

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

Ohio Standards	Aligned Components of *Wit & Wisdom*
RI.8.10 **By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.**	Grade 8 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.

Writing Standards

Text Types and Purposes

Ohio Standards	Aligned Components of *Wit & Wisdom*

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W.8.1 **Write arguments to support claims with clear reasons and relevant evidence.**	Grade 8 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
W.8.1a **Establish a clear thesis statement to present an argument.**	Grade 8, Module 3 Lessons 4, 8, 9, 17, 22, 31, 33, 35
W.8.1b **Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.**	Grade 8, Module 3, Lessons 3, 4, 6, 7, 8, 9, 10, 17, 18, 19, 20, 22, 23, 24, 26, 31, 32, 33, 34, 35
W.8.1c **Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**	Grade 8, Module 3, Lessons 3, 4, 6, 7, 8, 9, 10, 17, 26, 31, 34, 35
W.8.1d **Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.**	Grade 8, Module 3, Lessons 6, 8, 9, 18, 19, 20, 22, 26, 31, 32, 35
W.8.1e **Establish and maintain a formal style.**	Grade 8, Module 3, Lessons 29, 30, 31

Ohio Standards	Aligned Components of *Wit & Wisdom*

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W.8.1f **Provide a concluding statement or section that follows from and supports the argument presented.**	Grade 8, Module 3, Lessons 13, 30, 31, 35
W.8.2 **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**	Grade 8 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
W.8.2a **Establish a clear thesis statement to present information.**	Grade 8, Module 3 Lessons 4, 8, 9, 17, 22, 31, 33, 35
W.8.2b **Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.**	Grade 8, Module 2, Lessons 5, 9, 10, 11, 15, 18, 21, 27, 28, 31, 32 Grade 8, Module 3, Lessons 16, 27 Grade 8, Module 4, Lessons 12
W.8.2c **Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.**	Grade 8, Module 1, Lessons 16, 18 Grade 8, Module 2, Lessons 2, 3, 4, 5, 8, 25, 26, 32, 34, 35, 36, 37 Grade 8, Module 3, Lessons 5, 6, 8, 16, 27, Grade 8, Module 4, Lessons 12
W.8.2d **Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.**	Grade 8, Module 2, Lessons 13, 15, 36, 37 Grade 8, Module 3, Lessons 16, 27 Grade 8, Module 4, Lessons 12

Ohio Standards	Aligned Components of *Wit & Wisdom*

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W.8.2e **Use precise language and domain-specific vocabulary to inform about or explain the topic.**	Grade 8, Module 1, Lesson 28 Grade 8, Module 2, Lessons 5, 25, 26 Grade 8, Module 3, Lessons 16, 27
W.8.2f **Establish and maintain a formal style.**	Grade 8, Module 2, Lessons 23, 26 Grade 8, Module 3, Lesson 16
W.8.2g **Provide a concluding statement or section that follows from and supports the information or explanation presented.**	Grade 8, Module 2, Lessons 25, 26, 36, 37 Grade 8, Module 4, Lessons 12
W.8.3 **Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**	Grade 8 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
W.8.3a **Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**	Grade 8, Module 1, Lessons 12, 13, 14, 17, 29 Grade 8, Module 2, Lesson 16
W.8.3b **Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.**	Grade 8, Module 1, Lessons 7, 11, 12, 13, 14, 15, 17, 21, 29, 31 Grade 8, Module 2, Lessons 14, 16
Ohio Standards	**Aligned Components of *Wit & Wisdom***

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W.8.3c **Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.**	*Wit & Wisdom* addresses this standard in Grade 7. Grade 7, Module 1, Lessons 28, 30 Grade 7, Module 2, Lessons 11DD, 12DD, 18DD, 24DD, 26DD Grade 8, Module 3, Lessons 16
W.8.3d **Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**	Grade 8, Module 1, Lessons 5, 6, 7, 8, 9, 10, 11, 13, 15, 17, 21, 29, 31 Grade 8, Module 2, Lessons 3, 14, 16
W.8.3e **Provide a conclusion that follows from and reflects on the narrated experiences or events.**	Grade 8, Module 1, Lessons 12, 13, 14, 17

Writing Standards

Production and Distribution of Writing

Ohio Standards	Aligned Components of *Wit & Wisdom*
W.8.4 **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	Grade 8, Module 1, Lessons 7, 21, 31, 32 Grade 8, Module 2, Lessons 5, 16, 32, 37 Grade 8, Module 3, Lessons 5, 36 Grade 8, Module 4, Lessons 8, 27, 28
W.8.5 **With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.**	Grade 8, Module 1, Lessons 11, 17, 28, 29, 30, 31, 32 Grade 8, Module 2, Lessons 8, 34, 37DD Grade 8, Module 3, Lessons 10, 24, 26, 33, 35, 36, 35DD, 36DD Grade 8, Module 4, Lessons 16, 26, 27, 31
Ohio Standards	Aligned Components of *Wit & Wisdom*

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W.8.6 **Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.**	Grade 8, Module 1, Lesson 22 Grade 8, Module 4, Lessons 9, 32, 33

Writing Standards

Research to Build and Present Knowledge

Ohio Standards	Aligned Components of *Wit & Wisdom*
W.8.7 **Conduct short research projects to answer a question (including a selfgenerated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**	Grade 8, Module 2, Lesson 1 Grade 8, Module 3, Lessons 1, 8 Grade 8, Module 4, Lessons 1, 2, 3, 4, 5, 10, 11, 15, 16, 17, 18, 19, 24, 25, 27, 33
W.8.8 **Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.**	Grade 8, Module 2, Lesson 1 Grade 8, Module 3, Lessons 1, 8 Grade 8, Module 4, Lessons 3, 5, 10, 13, 15, 16, 18, 21, 22, 23, 24, 25, 26, 27, 33
W.8.9 **Draw evidence from literary or informational texts to support analysis, reflection, and research.**	Grade 8 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
W.8.9a **Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited**	Grade 8, Module 1, Lesson 16 Grade 8, Module 3, Lessons 5, 8, 27, 31
Ohio Standards	Aligned Components of *Wit & Wisdom*

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to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new")	
W.8.9b **Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").**	Grade 8, Module 3, Lesson 16 Grade 8, Module 4, Lesson 27
W.8.10 **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**	Grade 8, Module 1, Lessons 2, 3, 19, 23, 27 Grade 8, Module 2, Lessons 1, 6, 7, 11, 12, 14, 17, 19, 20, 22, 23, 24, 28, 29, 30, 33 Grade 8, Module 3, Lessons 1, 2, 3, 6, 7, 8, 9, 10, 11, 13, 14, 15, 18, 19, 22, 23, 24, 25 Grade 8, Module 4, Lessons 1, 2, 3, 4, 6, 7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 33

Speaking & Listening Standards

Comprehension and Collaboration

Ohio Standards	Aligned Components of *Wit & Wisdom*
SL.8.1 **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**	Grade 8 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.

Ohio Standards	Aligned Components of *Wit & Wisdom*

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SL.8.1a **Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.**	Grade 8, Module 1, Lessons 15, 20, 27 Grade 8, Module 2, Lessons 24, 33 Grade 8, Module 3, Lesson 11, 26 Grade 8, Module 4, Lesson 9
SL.8.1b **Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.**	Grade 8, Module 1, Lessons 15, 20, 27 Grade 8, Module 2, Lessons 24, 33 Grade 8, Module 3, Lesson 11, Grade 8, Module 4, Lessons 9, 24
SL.8.1c **Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.**	Grade 8, Module 1, Lessons 15, 20, 27 Grade 8, Module 2, Lessons 24, 33 Grade 8, Module 3, Lesson 11, 26, 32 Grade 8, Module 4, Lessons 9, 24
SL.8.1d **Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.**	*Wit & Wisdom* addresses this standard in Grade 7. Grade 7, Module 1, Lesson 7 Grade 7, Module 2, Lesson 30 Grade 8, Module 3, Lessons 29, 37 Grade 8, Module 4, Lessons 31
SL.8.2 **Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.**	Grade 8, Module 1, Lessons 4, 9, 18, 19 Grade 8, Module 2, Lessons 2, 3, 4, 6, 7, 1, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 25, 26, 33, 34 Grade 8, Module 3, Lesson 18 Grade 8, Module 4, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 24, 33
Ohio Standards	**Aligned Components of *Wit & Wisdom***

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SL.8.3 **Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.**	Grade 8, Module 3, Lessons 6, 9, 11, 17, 29, 32, 34

Speaking & Listening

Presentation of Knowledge and Ideas

Ohio Standards	Aligned Components of *Wit & Wisdom*
SL.8.4 **Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and wellchosen details; use appropriate eye contact, adequate volume, and clear pronunciation.**	Grade 8, Module 1, Lessons 18, 19, 20, 21, 22, 33 Grade 8, Module 3, Lesson 17 Grade 8, Module 4, Lessons 24, 28, 29, 30, 31, 32
SL.8.5 **Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.**	Grade 8, Module 1, Lessons 18, 19, 20, 21, 22, 33 Grade 8, Module 3, Lesson 28 Grade 8, Module 4, Lessons 9, 10, 1 29, 30, 31, 32
SL.8.6 **Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**	Grade 8, Module 1, Lessons 15, 18, 19, 20, 21, 22, 27, 33 Grade 8, Module 2, Lessons 18, 19, 20, 21, 22, 33 Grade 8, Module 3, Lessons 26, 29 Grade 8, Module 4, Lessons 9, 24, 33

Language Standards

Conventions of Standard English

Ohio Standards	Aligned Components of *Wit & Wisdom*

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L.8.1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	Grade 8 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
L.8.1a **Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.**	Grade 8, Module 4, Lessons 1DD, 2DD, 4DD, 7DD, 8DD, 13DD, 14DD, 16DD, 21DD, 22DD, 23DD, 24DD
L.8.1b **Form and use verbs in the active and passive voice.**	Grade 8, Module 1, Lessons 10, 11 Grade 8, Module 2, Lessons 16, 21DD, 23DD, 24DD, 25, 25DD, 26, 26DD, 32, 37, 37DD Grade 8, Module 4, Lessons 26DD, 27DD
L.8.1c **Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.**	Grade 8, Module 1, Lessons 2DD, 5DD, 8DD, 9DD, 10, 21 Grade 8, Module 2, Lessons 14DD, 15DD, 16DD, 37, 37DD Grade 8, Module 3, Lessons 11DD, 13DD, 16DD, 17DD, 23DD, 25DD, 26DD, 27DD, 29DD, 36DD Grade 8, Module 3, Lessons 16, 27, 31 Grade 8, Module 4, Lesson 27, 32DD
L.8.1d **Recognize and correct inappropriate shifts in verb voice and mood.**	Grade 8, Module 1, Lessons 8DD Grade 8, Module 2, Lessons 14DD, 15, 15DD, 16, 16DD, 25, 25DD, 26, 26DD, 37, 37DD Grade 8, Module 3, Lessons 16, 27, 31, 36 Grade 8, Module 3, Lessons 17DD, 29DD, 36DD

Ohio Standards	Aligned Components of *Wit & Wisdom*

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L.8.2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	Grade 8 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
L.8.2a **Use punctuation (comma, ellipsis, dash) to indicate a pause or break.**	Grade 8, Module 1, Lessons 18DD, 19DD, 20DD, 22DD Grade 8, Module 3, Lessons 5, 36 Grade 8, Module 3, Lessons 1DD, 3DD, 5DD, 35DD
L.8.2b **Use an ellipsis to indicate an omission.**	Grade 8, Module 2, Lessons 31DD, 32, 32DD, 33DD, 37DD
L.8.2c **Spell correctly.**	Grade 8, Module 2, Lessons 1DD, 32 Grade 8, Module 3, Lessons 31, 36 Grade 8, Module 3, Lessons 30DD, 31DD, 32DD
L.8.3 **Use knowledge of language and its conventions when writing, speaking, reading, or listening.**	Grade 8 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
L.8.3a **Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).**	Grade 8, Module 1, Lesson 11 Grade 8, Module 2, Lesson 2 Grade 8, Module 3, Lessons 16DD, 17DD, 25DD, 26DD, 27, 27DD, 29DD Grade 8, Module 4, Lesson 32, 25DD, 26DD, 27DD, 30DD, 31DD, 32DD
Ohio Standards	**Aligned Components of *Wit & Wisdom***

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L.8.3b **Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).**	Grade 8, Module 1, Lesson 11 Grade 8, Module 2, Lesson 2 Grade 8, Module 3, Lessons 16DD, 17DD, 25DD, 26DD, 27, 27DD, 29DD Grade 8, Module 4, Lesson 32, 25DD, 26DD, 27DD, 30DD, 31DD, 32DD

Language Standards

Vocabulary Acquisition and Use

Ohio Standards	Aligned Components of *Wit & Wisdom*
L.8.4 **Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**	See L.8.4a-c
L.8.4a **Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**	Grade 8, Module 1, Lessons 4DD, 11DD, 12, 12DD, 13DD, 15, 23, 27DD, 32DD, 33DD Grade 8, Module 2, Lessons 1, 2DD, 2, 3, 4, 6, 6DD, 7DD, 8, 8DD, 9, 10, 10DD, 11DD, 12, 12DD, 13, 17, 18, 18DD, 19, 20, 22, 22DD, 23, 25, 27, 29, 30, 31, 32, 34DD Grade 8, Module 3, Lessons 1, 2, 2DD, 3, 4, 6DD, 7, 9, 10, 10DD, 11DD, 14, 14DD, 15DD, 18DD, 19DD, 20, 20DD, 21, 21DD, 22, 23, 24DD, 30DD, 33DD Grade 8, Module 4, Lessons 4, 5, 7, 10, 13, 15, 17, 19, 21, 3DD, 10DD, 15DD, 17DD, 19DD, 20DD, 28DD, 29DD,
L.8.4b **Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).**	Grade 8, Module 1, Lessons 3DD, 4DD, 12DD, 13DD Grade 8, Module 2, Lessons 10DD, 20DD, 22DD, 29DD Grade 8, Module 3, Lessons 7DD, 10DD, 12DD, 14DD, 18DD, 20DD, 21DD, 22DD, 30DD

Ohio Standards	Aligned Components of *Wit & Wisdom*

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	Grade 8, Module 4, Lessons 1, 10, 17, 6DD, 17DD, 28DD, 29DD, 30DD, 31DD, 32DD
L.8.4c **Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**	Grade 8, Module 1, Lessons 3DD, 4DD, 11DD, 13DD, 15DD, 23DD, 24DD, 27DD, 29DD Grade 8, Module 2, Lessons 1, 1DD, 4, 6DD, 7DD, 10DD, 12DD, 20DD, 29DD, 30DD Grade 8, Module 3, Lessons 1, 2, 3, 6, 6DD, 7DD, 8, 9, 9DD, 10DD, 12, 12DD, 15DD, 18, 18DD, 19, 20DD, 21, 21DD, 22, 22DD, 30, 30DD, 31DD Grade 8, Module 4, Lessons 2, 5, 10, 12, 13, 3DD, 10DD, 15DD, 17DD, 19DD, 20DD
L.8.4d **Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**	Grade 8, Module 1, Lessons 3DD, 4DD, 11DD, 12, 12DD, 13DD, 15, 23, 23DD, 27DD Grade 8, Module 2, Lessons 1, 4, 6DD, 7DD, 10DD, 12, 12DD, 13, 20DD, 22DD, 29DD, 31 Grade 8, Module 3, Lessons 1, 2, 3, 6DD, 10, 10DD, 14, 18DD, 20, 21DD, 30DD Grade 8, Module 4, Lessons 2, 10, 17, 3DD, 10DD, 15DD, 17DD, 19DD, 20DD
L.8.5 **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**	See L.8.5a-c
L.8.5a **Interpret figures of speech (e.g., verbal irony, puns) in context.**	Grade 8, Module 1, Lessons 4, 8DD, 21DD Grade 8, Module 2, Lessons 9DD, 10, 11, 14, 15, 18, 19, 20, 22, 29 Grade 8, Module 3, Lessons 2, 3, 4, 4DD, 5, 6, 8, 9, 10, 11, 19, 20, 20DD, 22, 28, 29, 30 Grade 8, Module 4, Lessons 18, 20, 22, 5DD, 6DD, 11DD

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Ohio Standards	Aligned Components of *Wit & Wisdom*
L.8.5b **Use the relationship between particular words to better understand each of the words.**	Grade 8, Module 1, Lessons 1, 1DD, 23DD, 27DD, 29DD Grade 8, Module 2, Lessons 1, 2DD, 10, 13DD, 17, 18DD, 27, 31 Grade 8, Module 3, Lessons 20, 23, 29, 30 Grade 8, Module 4, Lessons 1, 5, 6, 11, 12, 15, 17, 21, 5DD, 6DD, 11DD
L.8.5c **Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).**	Grade 8, Module 1, Lessons 15DD, 24DD Grade 8, Module 2, Lessons 2DD, 4DD, 15, 19, 30DD, 31, 32 Grade 8, Module 3, Lessons 2, 2DD, 7DD, 9DD, 10, 14, 15DD, 21 Grade 8, Module 4, Lessons 15DD, 21
L.8.6 **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**	Grade 8 Modules 1-4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.

 DD = Deep Dive

EDUCATIONAL PLAN

SOCIAL STUDIES – EIGHTH GRADE

ABSTRACT

The ANN JERKINS HARRIS ACADEMY OF EXCELLENCE based its Social Studies Educational Program on the Ohio's Learning Standards which outlines what students should know and be able to do in Social Studies to be able to succeed in college, careers, and for their role as engaged citizens. The program is also supported, enriched, and supplemented by The Leader in Me leadership program that permeates at all school levels and activities to empower our students to become active leaders in their school, homes, and communities. It establishes a whole-child mindset with a belief that every child has genius, and every student has the potential to become a leader.

| ADOPTED 2023-2024

ANN JERKINS HARRIS ACADEMY OF EXCELLENCE

EDUCATIONAL PLAN: SOCIAL STUDIES GRADE 8 | ADOPTED 2023

GRADE THEME DESCRIPTION **U.S STUDIES FROM 1492 TO 1877: EXPLORATION THROUGH RECONSTRUCTION**	The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four Social Studies strands into a chronologic view of the development of the United States. Students will examine how historic events are shaped by geographic, social, cultural, economic, and political factors.

INTRODUCTION:

The aim of the AJHAE Social Studies program is the promotion of civic competence –the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.

Civic competence rests on a commitment to democratic values and requires the ability to use knowledge about one's community, nation, and world; apply inquiry processes; and employ skills of data collection and analysis, collaboration, decision-making, and problem solving.

Ohio's Social Studies Standards:

- Set high expectations and provide strong support for social studies achievement by all students.
- Represent the social studies knowledge and skills needed to make a successful transition to postsecondary education, the workplace and civic life.
- Are informed by national standards.
- Balance knowledge, conceptual understanding, and skill development.
- Address significant understandings that are the basis for sound decision making as citizens.
- Focus on important social studies topics.
- Represent rigorous progression across grades and in-depth study within each grade.
- Serve as the basis for classroom and statewide assessments.
- Guide the development of local social studies curricula and instructional programs,

RATIONALE

The advancement of "liberty and justice for all," as envisioned by our country's founders, requires that citizens have the knowledge, attitudes, and values to both guard and endorse the principles of a constitutional democracy. Beginning to build this knowledge at an early age involves educators who are well grounded in social studies educational practice. Social studies at the elementary level should provide students with purposeful and meaningful learning experiences that are challenging, of high quality, developmentally appropriate, and reflective of contemporary social and diverse global realities.

If the young learners of this nation are to become effective participants in a democratic society, then social studies must be an essential part of the curriculum throughout the elementary years. In a world that demands independent and cooperative problem solving to address complex social, economic, ethical, and personal concerns, core social studies content is as basic for success as reading, writing, and computing. Knowledge, skills, and attitudes necessary for informed and thoughtful participation in society require a systematically developed elementary program focused on concepts from the four core social studies disciplines: civics, economics, geography, and history.

The ***College, Career, and Civic Life (C3) Framework*** for Social Studies State Standards offers a viable approach to disciplinary and multi-disciplinary instruction by positioning inquiry "at the heart of social studies." The C3 Framework emphasizes concepts and tools in civics, economics, geography, and history as children investigate compelling questions that deal with social studies topics. By engaging in social studies inquiry, young children can begin to see themselves as capable problem-solvers and active contributors to their communities and beyond.

Both the United States of America and the world are rapidly changing, creating a far more multiethnic, multiracial, multilingual, multi-religious and multicultural context for elementary education. Thus, elementary educators must be prepared to value and to serve a far more diverse group of young learners and families than at any time in the past. Social studies must be a vital part of elementary curricula to prepare children to understand and participate effectively in an increasingly diverse world.

Our global community owes children opportunities to explore the variety and complexity of human experience through a dynamic and meaningful education. When children are grounded in democratic principles, immersed in age-appropriate democratic strategies, and engaged in meaningful inquiry, they construct the foundational skills that prepare them to participate respectfully and intelligently in a nation and world marked by globalization, interdependence, human diversity, and societal change.

PURPOSE OF THE ELEMENTARY SCHOOL SOCIAL STUDIES

The purpose of the elementary school social studies is to ***enable students to understand, participate in, and make informed decisions about their world*.**

Social studies content allows young learners to explain relationships with other people, to institutions, and to the environment, and equips them with knowledge and understanding of the past. It provides them with skills for productive problem solving and decision making as well as for assessing issues and making thoughtful value judgments. Above all, it integrates these skills and understandings into a framework for responsible citizen participation locally, nationally, and globally. The teaching and learning processes within social studies are uniquely organized to develop these capacities, beginning with the youngest learners in our schools.

The "expanding communities" curriculum model of self, family, community, state, and nation is insufficient for today's young learners. Elementary social studies should include civic engagement, as well as knowledge from the core content areas of civics, economics, geography, and history. Skills that enhance critical thinking, socio-emotional development, prosocial skills, interpersonal interactions, and information literacy are more meaningful and useful when developed within the context of social studies. The infusion of technology into elementary social studies also prepares students as active and responsible citizens in the twenty-first century.

Powerful and Purposeful Elementary Social Studies

Teaching and learning in the elementary classroom should be meaningful, integrative, value-based, challenging, and active. These qualities of powerful social studies learning are foundational to the development of children's knowledge, skills, and dispositions as participating citizens in a global society.

MEANINGFUL	INTEGRATIVE
For social studies instruction to be meaningful, teachers must understand and meet the needs of their students. At every grade level, teachers should capitalize on the diversity and natural interests of their students in the world around them.	Social studies is integrative by nature. Powerful social studies teaching crosses disciplinary boundaries to address topics in ways that promote social understanding and civic efficacy. It also integrates knowledge, skills, and dispositions with authentic action.
By building on students' skills and experiences, teachers can design learning events that challenge students to make meaningful connections and expand their knowledge and viewpoints.	When children pursue a project or investigation, they encounter many problems and questions based in civics, economics, geography, and history. With teacher guidance, children can actively explore both the processes and concepts of social studies while simultaneously exploring other content areas.
In social studies, as in any knowledge domain, learners benefit from having a variety of ways to understand a given concept. Increasingly, elementary teachers have students of diverse backgrounds and differing abilities in their classes, making differentiated instruction and culturally relevant pedagogy necessary to meet individual needs. Successful early childhood / elementary teachers must possess both a command of the subject matter and the ability to engage students in the learning process through a variety of developmentally appropriate instructional practices and methodologies.	Specialized social studies academic vocabulary and concepts should be developed and integrated into the curriculum. Students cannot internalize vocabulary for use unless teachers model it and use it in classroom discussions.
The elementary social studies curriculum should be more than a collection of enjoyable experiences. A piecemeal approach to social studies programming can result in a disconnected conglomeration of activities and teaching methods that lack focus, coherence, and comprehensiveness. Exclusive focus on food, fun, festivals, flags, and films is not an effective framework for social studies teaching and learning.	Teachers should ensure that the social studies experiences woven throughout the curriculum follow logical sequences, allow for depth, and focus, and help young learners move forward in their acquisition of knowledge and skills. The curriculum should not become, in the pursuit of integration, a grab bag of random social studies experiences that are related marginally to a theme or project. Rather, concepts should be developed to assure coherence and meaning.

VALUE-BASED	CHALLENGING	ACTIVE
Young learners do not become responsible, participating citizens automatically. They need to engage in frequent opportunities to make daily decisions about democratic concepts and principles that are respectful of the dignity and rights of individuals and the common good. They need to participate in learning experiences that involve core values of democracy, including freedom of speech and thought, equality of opportunity, justice, and diversity.	Challenging elementary school social studies can pave the way for lifelong learning and active citizenship. Teachers should provide students opportunities for in-depth investigation of concepts that challenge and engage them.	In effective social studies programs, elementary teachers use a variety of approaches, strategies, technology, and materials to support children's interests and abilities. As new information or skills are presented, teachers facilitate discourse and students consider new ideas and assimilate multiple perspectives.
In other words, the voices of elementary students must be heard and taken seriously. This learning transcends the simplistic "character virtues" approach to values education in elementary schools. Thoughtful and deliberate classroom engagement related to controversial or ethical issues provides opportunities for elementary students to practice critical thinking skills while examining multiple perspectives.	Challenging social studies instruction includes research, debates, discussions, projects of all varieties including the arts, and simulations that require application of critical thinking skills. Instead of simply reading and answering questions from textbooks, elementary students should be taught to inquire, question, evaluate, and challenge informational sources.	Processes such as problem solving, debates, simulations, project-based learning, and role-playing are active strategies that can lead to new opportunities for student discovery and engagement.
Elementary teachers should create opportunities for students to discuss values, engage in real-world problem solving, weigh costs and benefits, consider opportunity costs, and make rational and reasoned decisions.	Teachers should ask young children compelling questions that stimulate decision-making, problem solving, and issue analysis.	Teachers decide when to take the lead during instruction and when to support the students' leadership in learning. They guide and facilitate rather than dictate learning.

AJHAE Social Studies Educational Plan is designed to support students' acquisition of foundational knowledge and skills, well-rounded content, leadership and reasoning skills, and social-emotional learning, the four equal learning domains Each Child, Our Future recognizes as contributing to the success of the whole child.

AJHAE Educational Plan is based on the Ohio's Social Studies Standards K-8th grade which are organized by Strands, Themes, Topics and Content Statements.

STRANDS

The four disciplines within the Social Studies**:**

History: Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns, and themes in the history of Ohio, the United States, and the world.

Geography: Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

Students use knowledge of perspectives, practices, and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Government: Students use knowledge of purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

They use knowledge of the rights and responsibilities of citizenship to examine and evaluate civic ideals and participate in community life and the American democratic system.

Economics: Students use economic reasoning skills and knowledge of major economic concepts as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

THEMES

A theme is the focus for a particular grade level or the descriptive narrative of a course syllabus.

TOPICS

The different aspects of content within a strand.

Geography example: Human Systems

CONTENT STATEMENTS

The essential knowledge students should learn at each grade or within each course.

SKILLS TOPIC DESCRIPTIONS:

K–8 Topics within Ohio's Learning Standards for Social Studies include civic literacy, financial and economic literacy, and global awareness. Skills such as problem-solving, communication, media literacy and leadership are further developed within the model curriculum.

STRAND	TOPIC	TOPIC DESCRIPTION
HISTORY	**Historical Thinking and Skills**	Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students' progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
GEOGRAPHY	**SPATIAL THINKING SKILLS**	Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.
GOVERNMENT	**CIVIC PARTICIPATION AND SKILLS**	Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise, and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
ECONOMICS	**ECONOMIC DECISION-MAKING AND SKILLS**	Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors, and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.
	FINANCIAL LITERACY	Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

GRADES TOPIC DESCRIPTIONS: K—8TH GRADE		
STRAND	**TOPIC**	**TOPIC DESCRIPTIONS**
HISTORY	**HISTORICAL THINKING AND SKILLS**	Historical thinking begins with a clear sense of time – past, present, and future – and becomes more precise as students' progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
	HERITAGE	Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.
	EARLY CIVILIZATIONS	The eight features of civilizations include: cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.
	FEUDALISM AND TRANSITION	Feudalism developed as a political system based on small local units controlled by lords bound by an oath of loyalty to a monarch. The decline of feudalism in Europe resulted from interaction between the Muslim world and European states. These interactions influenced the rise of new ideas and institutions.
	FIRST GLOBAL AGE	The transoceanic linking of all the major regions of the world led to economic, political, cultural, and religious transformations.
	COLONIZATION TO INDEPENDENCE	European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.

GRADES TOPIC DESCRIPTIONS: K—8TH GRADE (cont)		
STRAND	**TOPIC**	**TOPIC DESCRIPTIONS**
HISTORY	**A NEW NATION**	The United States shifted in governing philosophy from a loosely organized system characterized by strong state powers to a federal system.
	EXPANSION	The addition of new territories and economic and industrial development contributed to the growth of sectionalism in the United States.
	CIVIL WAR AND RECONSTRUCTION	Sectional differences divided the North and South prior to the American Civil War. Both the American Civil War and resulting period of Reconstruction had significant consequences for the nation.
GEOCRAPHY	**SPATIAL THINKING AND SKILLS**	Spatial thinking examines the relationships amongst people, places, and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored, and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret, and create maps and other geographic representations as tools of analysis.
	PLACES AND REGIONS	A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.
	HUMAN SYSTEMS	Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

GRADES TOPIC DESCRIPTIONS: K—8TH GRADE (cont)		
STRAND	**TOPIC**	**TOPIC DESCRIPTIONS**
GOVERNMENT	**CIVIC PARTICIPATION**	Civic participation embraces the ideal that an individual actively engages in his of her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise, and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
	RULES AND LAWS	Rules play an important role in guiding behavior and establishing order in families, classroom, and organizations. Laws are enacted by governments to perform similar functions.
	ROLES AND SYSTEMS OF GOVERNMENT	The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.

GRADES TOPIC DESCRIPTIONS: K—8TH GRADE (cont)		
STRAND	**TOPIC**	**TOPIC DESCRIPTIONS**
ECONOMICS	**ECONOMIC DECISION MAKING AND SKILLS**	Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors, and citizens. Economic decision-making and skills engage students in the practice of analyzing costs and benefits, collecting, and organizing economic evidence and proposing alternatives to economic problems.
	SCARCITY	There are not enough resources to produce all the goods and services that people desire.
	PRODUCTION AND CONSUPTION	Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.
	MARKETS	Markets exists when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods, and services.
	FINANCIAL LITERACY	Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

EIGHTH GRADE CURRICULUM

U.S STUDIES FROM 1492 TO 1877: EXPLORATION THROUGH RECONSTRUCTION

UNIT 1 EUROPEAN EXPLORATION AND COLONIZATION OF NORTH AMERICA	UNIT 2 THE REVOLUTIONARY PERIOD AND GOVERNING THE NEW NATION	UNIT 3 EARLY PRESIDENTIAL ADMINISTRATIONS
• The age of exploration • The thirteen English colonies • Slavery in the colonies • Rivalry leads to war.	• Dissatisfaction with colonial rule • The American Revolution • The Articles of Confederation • The United States Constitution	• The Washington Administration • The Adams Administration • The Jefferson Administration • The Madison Administration • The Monroe Administration
UNIT 4 **SOCIAL AND ECONOMIC DEVELOPMENT IN THE 1800's**	**UNIT 5** **WESTWARD EXPANSION AND GROWING SECTIONALISM**	**UNIT 6** **THE CIVIL WAR ERA**
• The plantation economy—growth in the South • The Industrial Revolution—growth in the North • Transportation and Communication Networks • 19th Century Reform Movements	• The Jacksonian Era • U.S. Westward Expansion • Compromise over slavery	• Tension rise before the American Civil War • The Southern States secede, and war begins. • The American Civil War • Reconstruction brings constitutional change. • The South in reconstruction

EIGHTH GRADE CURRICULUM

U.S STUDIES FROM 1492 TO 1877: EXPLORATION THROUGH RECONSTRUCTION

VOCABULARY TO BE TAUGHT

ABOLISH	DEMOCRACY	MANUFACTURING	REPUBLIC
ACT	DISCRIMINATION	MIGRATION	RESOLUTION
ADMINISTRATION	DOMESTIC	NATIONAL	RESOURCE
AGRICULTURE	ECONOMY	ORDINANCE	REVOLUTION
AMENDMENT	EMANCIPATION	PATRIOT	RIGHT
ASSIMILATE	ENLIGHTENMENT	PERSECUTION	RURAL
BIAS	ENVIRONMENT	PERSPECTIVE	SECEDE
CANDIDATE	EXECUTIVE BRANCH	PLANTATION	SECTIONALISM
CASH CROP	FEDERAL	POLICY	SERVICES
CITIZEN	FOREIGN	POLITICS	SLAVERY
CIVIC	FRONTIER	PRECEDENT	SOCIETY
CIVIL WAR	GEOGRAPHY	PREJUDICE	STEREOTYPE
COLONY	GOODS	PROCESS	SUFFRAGE
COMPROMISE	GOVERNMENT	PROCLAMATION	SURRENDER
CONFEDERATION	IDEAL	PUBLIC	TARIFF
CONSTITUTION	IMMIGRANT	RATIFY	TAX
CONTROVERSY	IMPEACH	REBELLION	TERRITORY
CULTURE	INDEPENDENCE	REGULATION	TREATY
DEBATE	INDUSTRY	REPEAL	UNCONSTITUTIONAL
DECLARATION	JUDICIAL BRANCH	REPRESENTATIVE	UNION
DELEGATE	LEGISLATIVE BRANCH	REPRESENTATIVE DEMOCRACY	URBAN
			VETO

EIGHTH GRADE THEME: U.S STUDIES- from 1492 to 1877: EXPLORATION THROUGH RECONSTRUCTION

The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four Social Studies strands into a chronologic view of the development of the United States. Students will examine how historic events are shaped by geographic, social, cultural, economic, and political factors.

STRAND: HISTORY

TOPIC: HISTORICAL THINKING AND SKILLS

HISTORICAL THINKING BEGINS WITH A CLEAR SENSE OF TIME, PAST, PRESENT, AND FUTURE, AND BECOMES MORE PRECISE AS STUDENTS PROGESS. IT INCLUDES SKILLS SUCH AS: LOCATING, RESEARCHING, ANALYZING, AND INTERPRETING PRIMARY AND SECONDARY SOURCES SO THAT STUDENTS CAN BEGIN TO UNDERSTAND THE RELATIONSHIPS AMONGST EVENTS AND DRAW CONCLUSIONS.

Content Statement

1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

CONTENT ELABORATION

- Throughout the study of history, historical documents, artifacts and other materials can be examined in terms of the perspectives or points of view they represent.
- Primary and secondary sources can be studied to understand how the same event might be portrayed from different perspectives. Primary sources provide first-hand information about historical events. Secondary sources provide interpretations of events by people who were not present at the events they discuss.
- In using documents, historians determine the applicability of information and separate factual information from opinion and other sources. Historians also use evidence provided by the primary and secondary sources to construct arguments that support a stated position.

EXPECTATIONS FOR LEARNING

- Analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position.

COLONIZATION TO INDEPENDENCE	
Content Statement 2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.	
CONTENT ELABORATION ▪ Many different American Indian cultures inhabited North America prior to the arrival of Europeans. In grade five, students learned about the unique characteristics of the American Indian cultures. ▪ Economic reasons for European exploration of the Americas include the pursuit of new trade routes to Asia, the quest for new opportunities and the search for resources. The Europeans found resources that were in demand in Europe. Religious reasons for Europeans coming to North America include escaping persecution, creating religious sanctuaries, and converting American Indians to Christianity.	**EXPECTATIONS FOR LEARNING** • Explain the economic and religious reasons for the exploration and colonization of North America by Europeans.
Content Statement 3. COMPETITION FOR CONTROL OF TERRITORY AND RESOURCES IN NORTH AMERICA LED TO CONFLICTS AMONG COLONIZING POWERS.	
CONTENT ELABORATION ▪ Rivalries spurred the powerful European countries to make land claims and to exploit the resources of the Western Hemisphere. ▪ European powers competed to control settlement and colonization of North America. One consequence was a series of wars involving colonial powers, colonists and American Indians culminating with the French and Indian War.	**EXPECTATIONS FOR LEARNING** • EXPLAIN HOW COMPETITION FOR CONTROL OF TERRITORY AND RESOURCES IN NORTH AMERICA LED TO CONFLICTS AMONG EUROPEAN COLONIZING POWERS.

COLONIZATION TO INDEPENDENCE	
Content Statement **4.** THE PRACTICE OF RACE-BASED SLAVERY LED TO THE FORCED MIGRATION OF AFRICANS TO THE AMERICAN COLONIES AND CONTRIBUTED TO COLONIAL ECONOMIC DEVELOPMENT. THEIR KNOWLEDGE, SKILLS AND TRADITIONS WERE ESSENTIAL TO THE DEVELOPMENT OF THE COLONIES.	
CONTENT ELABORATION ▪ The general perspective of Europeans was that black Africans were inferior and uncivilized. This belief led to the forced relocation of many Africans to the American colonies. Although Africans aided Europeans in enslaving and in trading slaves, the practice was race-based and economically motivated. Europeans and many of American colonists enslaved Africans to provide a source of cheap labor. ▪ Africans, enslaved and free, were significant contributors to the economic development of the colonies. Slavery was legal in all the American colonies. Slaves were used in maritime trade, manufacturing, agriculture, artisans and as domestics. ▪ Slavery was also the foundation of the agricultural system in most of the Southern colonies and was critical in sustaining the cultivation of cash crops. ▪ Slaves from Africa contributed their knowledge of planting crops to the colonies. Other cultural contributions of enslaved Americans include folklore, dance, craftsmanship, and music.	**EXPECTATIONS FOR LEARNING** • Explain how the practice of race-based slavery led to the forced migration of Africans to the American colonies. • DESCRIBE THE CONTRIBUTIONS OF ENSLAVED AND FREE AFRICANS TO CULTURAL AND ECONOMIC DEVELOPMENT IN DIFFERENT REGIONS OF THE AMERICAN COLONIES.

COLONIZATION TO INDEPENDENCE

Content Statement

5. THE IDEAS OF THE ENLIGHTENMENT AND DISSATISFACTION WITH COLONIAL RULE LED ENGLISH COLONISTS TO WRITE THE DECLARATION OF INDEPENDENCE AND LAUNCH THE AMERICAN REVOLUTION.

CONTENT ELABORATION

- A chain of political, economic, and social changes that occurred during the Enlightenment helped to spur the American Revolution.
- The ideas of the Enlightenment thinkers fueled the discontent felt by the American colonists with a series of actions instituted by the British government following the French and Indian War. The Enlightenment ideas include:
  - rights of the citizen
  - natural law
  - reason; and
  - idea of popular government.
- Actions instituted by the British government that angered the American colonists include:
  - Proclamation of 1763
  - Sugar Act
  - Stamp Act
  - Townshend Acts
  - Tea Act
  - Coercive or Intolerable Acts; and
  - Quartering Act.
- Enlightenment ideas also influenced the writers of the Declaration of Independence, with an emphasis on:
  - natural rights
  - limitations on the power of the government
  - social contract; and
  - consent of the governed.

EXPECTATIONS FOR LEARNING

- CONNECT THE ENLIGHTENMENT IDEAS AND DISSATISFACTION WITH COLONIAL RULE TO THE WRITING OF THE DECLARATION OF INDEPENDENCE WHICH LED TO THE AMERICAN REVOLUTION.

COLONIZATION TO INDEPENDENCE

Content Statement

6. KEY EVENTS AND SIGNIFICANT FIGURES IN AMERICAN HISTORY INFLUENCED THE COURSE AND OUTCOME OF THE AMERICAN REVOLUTION.

CONTENT ELABORATION

- The American Revolutionary War was a conflict between the American colonies and Great Britain. The course and outcome of the American Revolution were influenced by strategic events and leaders from both sides.
- Key events and battles during this war included:
  - Battle of Bunker Hill
  - Battle of Trenton
  - Valley Forge
  - Battle of Saratoga; and
  - Battle of Yorktown.
- The course of the war was shaped through the efforts of soldiers, American Indians, free and enslaved Africans, women, and foreign alliances.

EXPECTATIONS FOR LEARNING

- DESCRIBE HOW KEY BATTLES AND INDIVIDUAL CONTRIBUTIONS HELPED LEAD TO THE AMERICAN VICTORY IN THE AMERICAN REVOLUTION.

A NEW NATION

Content Statement

7. THE OUTCOME OF THE AMERICAN REVOLUTION WAS NATIONAL INDEPENDENCE AND NEW POLITICAL, SOCIAL AND ECONOMIC RELATIONSHIPS FOR THE AMERICAN PEOPLE.

CONTENT ELABORATION

- The American Revolution achieved national independence for the United States of America, a new country organized under the Articles of Confederation.
- The newly independent thirteen colonies now faced the challenge of organizing a new government. The former colonies moved from support of a mother country under a mercantilist system to separate economies facing various economic issues.
- Thirteen colonies, owing allegiance to Great Britain, transitioned into sovereign states loosely united as a confederation. States had to create new governing documents and address issues facing the new nation.
- One of the successes of the Articles of Confederation was the passage of the Northwest Ordinance in 1787. This ordinance established a precedent for protecting rights and set the stage for national growth and expansion.

EXPECTATIONS FOR LEARNING

- ANALYZE THE NEW RELATIONSHIPS FOR THE AMERICAN PEOPLE THAT RESULTED FROM THE AMERICAN REVOLUTION.

A NEW NATION	
Content Statement 8. PROBLEMS ARISING UNDER THE ARTICLES OF CONFEDERATION LED TO DEBATE OVER THE ADOPTION OF THE U.S. CONSTITUTION.	
CONTENT ELABORATION ▪ Domestic problems under the Articles of Confederation led to the creation of a new constitution. Problems under the Articles included: ○ no chief executive ○ no federal courts ○ maintaining national security ○ creating a stable economic system ○ paying war debts ○ collecting revenue ○ regulating trade; and ○ amending the Articles of Confederation. ▪ Challenges in drafting the U.S. Constitution were debated during the Constitutional Convention and by Federalists and Anti-Federalists during the ratification process. These issues were resolved through compromises involving: ○ powers of the central government versus the states ○ adoption of the Bill of Rights ○ congressional representation ○ the extent of democratic participation; and ○ the continued institution of slavery.	**EXPECTATIONS FOR LEARNING** • ANALYZE HOW THE PROBLEMS ARISING UNDER THE ARTICLES OF CONFEDERATION LED TO DEBATE OVER THE ADOPTION OF THE U.S. CONSTITUTION.

A NEW NATION

Content Statement

9. ACTIONS OF EARLY PRESIDENTIAL ADMINISTRATIONS ESTABLISHED A STRONG FEDERAL GOVERNMENT, PROVIDED PEACEFUL TRANSITIONS OF POWER, AND REPELLED A FOREIGN INVASION.

CONTENT ELABORATION

- Actions of early U.S. presidential administrations established a strong federal government.
  - Washington Administration:
  - creation of the national bank;
  - Whiskey Rebellion;
  - Greenville Treaty; and
  - Jay's Treaty.
- Adams Administration:
  - Alien & Sedition Acts; and
  - maintaining neutrality.
- Jefferson Administration:
  - Marbury v. Madison; and
  - Louisiana Purchase.
- Madison Administration:
  - War of 1812.
- Monroe Administration:
  - McCulloch v. Maryland;
  - Negotiating treaties to secure U.S. borders; and
  - The Monroe Doctrine.
- Peaceful transitions of the presidency began with Washington when he established the tradition of a two-term limit. (Later ratified as the 22nd Amendment.) Peaceful transitions occurred despite disputes in the elections of 1800 and 1824.
- Attempts by Great Britain to invade the United States during the War of 1812 were turned back and the Madison Administration preserved the pre-war status of the United States.

EXPECTATIONS FOR LEARNING

- EXPLAIN HOW EARLY PRESIDENTIAL ADMINISTRATIONS ESTABLISHED A STRONG FEDERAL GOVERNMENT, PROVIDED PEACEFUL TRANSITIONS OF POWER AND REPELLED A FOREIGN INVASION.

TOPIC: EXPANSION

Content Statement

10. The United States added to its territory through treaties and purchases.

CONTENT ELABORATION

- The United States negotiated treaties with and purchases from other countries in an effort to expand its territory and to solidify its borders. Treaties were negotiated with:
  - Spain - Adams-Onís Treaty
  - Great Britain - Oregon Treaty; and
  - Mexico - Treaty of Guadalupe Hidalgo.
- The U.S. expanded its territory through purchases from:
  - France - Louisiana Purchase
  - Mexico - Gadsden Purchase; and
  - Russia - Alaska Purchase.

EXPECTATIONS FOR LEARNING

- Describe how the United States added to its territory through treaties and purchases.

Content Statement

11. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

CONTENT ELABORATION

- Territorial expansion of the United States continued after the War of 1812. It contributed to economic development by providing land for settlement and development of transportation networks. Resources, such as gold and fur, were discovered in the acquired territories.
- As the country expanded, it developed into sections with distinct economic and cultural characteristics. The sections took different positions on key political issues of the day including slavery and tariffs. Westward expansion escalated the debate over the key sectional issue of whether slavery should be extended into the new territories.
- Growth of the United States encroached upon Mexico. The annexation of Texas, efforts to purchase Mexican territory and disputes over the Texas-Mexico border led to the Mexican War.
- Settlement of the United States led to the displacement of American Indians from their native lands through legal and military actions including the Indian Removal Act and the Trail of Tears.
- In the 1840s, the idea of Manifest Destiny was used by politicians and leaders to explain and justify continental expansion by the United States.

EXPECTATIONS FOR LEARNING

- Explain how westward expansion contributed to economic, agricultural, and industrial development.
- Analyze debates over sectional issues, war with Mexico and the displacement of American Indians in relationship to westward expansion.

CIVIL WAR AND RECONSTRUCTION

Content Statement

12. DISPUTES OVER THE NATURE OF FEDERALISM, COMPLICATED BY ECONOMIC DEVELOPMENTS IN THE UNITED STATES, RESULTED IN SECTIONAL ISSUES, INCLUDING SLAVERY, WHICH LED TO THE AMERICAN CIVIL WAR.

CONTENT ELABORATION

- The federal system of government created by the Constitution raised questions during the first half of the 19th century over the power of the federal government versus the powers reserved to the states. States' rights arguments were first outlined in the Virginia and Kentucky Resolutions of 1798-99.
- As the United States continued to grow, sectionalism based on economic characteristics became more distinct. The sections took different positions on key political issues of the day including:
  - tariff policy
  - the national bank
  - internal improvements
  - sale of public lands; and
  - slavery.
- In several key instances, the sectional issues involved arguments over states' rights:
  - Tariff of Abominations; and
  - Nullification Crisis of 1832-33.
  - One sectional issue in particular, the extension of slavery, prompted much debate in the 1800s:
  - Missouri Compromise:
  - Wilmot Proviso
  - Compromise of 1850; and
  - Kansas-Nebraska Act.
- The debate over this issue culminated with the South's exercise of the ultimate states' right – secession.
- The American Civil War was fought to resolve the issues of states' rights versus a federal union, and whether the nation would continue to allow slavery.

EXPECTATIONS FOR LEARNING

- Compare the positions of sections of the United States on issues from the 1820s through the 1850s.
- SUMMARIZE HOW DISPUTES OVER THE NATURE OF FEDERALISM FED INTO SECTIONAL ISSUES AND HELPED LEAD TO THE AMERICAN CIVIL WAR.

CIVIL WAR AND RECONSTRUCTION

Content Statement

13. KEY EVENTS AND SIGNIFICANT FIGURES IN AMERICAN HISTORY INFLUENCED THE COURSE AND OUTCOME OF THE CIVIL WAR.

CONTENT ELABORATION

- The American Civil War was a conflict between the United States and the eleven Southern states that seceded from the Union. The course and outcome of the Civil War was influenced by strategic decisions by leaders from both the North and South, decisive battles, and military strategy.
- Key events and battles include:
  - Fort Sumter
  - Battle of Antietam
  - Battle of Gettysburg
  - Battle of Vicksburg
  - Sherman's March to the Sea
  - Emancipation Proclamation
  - Lee's surrender at Appomattox Courthouse; and
  - assassination of Abraham Lincoln.
- The course of the war was shaped by the efforts of the military and civilians, including women, free and enslaved Africans.

EXPECTATIONS FOR LEARNING

- DESCRIBE HOW KEY BATTLES AND INDIVIDUAL CONTRIBUTIONS HELPED LEAD TO THE DEFEAT OF THE SECESSIONIST STATES.

Content Statement

14. THE RECONSTRUCTION PERIOD RESULTED IN CHANGES TO THE U.S. CONSTITUTION, AN AFFIRMATION OF FEDERAL AUTHORITY AND LINGERING SOCIAL AND POLITICAL DIFFERENCES.

CONTENT ELABORATION

- The conclusion of the American Civil War brought victory for the federal union over the secessionist states, emancipated enslaved Americans, and began the period of Reconstruction for the South.
- During Reconstruction, amendments were passed to emancipate all enslaved Americans, grant citizenship, and extend voting rights.
- Reconstruction had a particular impact on Southern states. They were required to implement a series of actions before being readmitted to the Union, resulting in resentments and new issues. Many white southerners resented the new status afforded to African Americans. They responded by enacting black codes forming organizations such as the Ku Klux Klan.
- Congress and the presidency engaged in a struggle to control Reconstruction, which threatened the balance of power between the branches of the federal government.

EXPECTATIONS FOR LEARNING

- DESCRIBE HOW THE RECONSTRUCTION PERIOD RESULTED IN CHANGES TO THE U.S. CONSTITUTION, AN AFFIRMATION OF FEDERAL AUTHORITY, AND LINGERING SOCIAL AND POLITICAL DIFFERENCES.

STRAND: GEOGRAPHY

TOPIC: SPATIAL THINKING AND SKILLS
EXAMINES THE RELATIONSHIPS AMONGST PEOPLE, PLACES AND ENVIRONMENTS BY MAPPING AND GRAPHING GEOGRAPHIC DATA.

Content Statement

15. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

CONTENT ELABORATION	EXPECTATIONS FOR LEARNING
▪ Modern and historical maps, as well as other geographic tools can be used to analyze how historical events have been influenced by the distribution of natural resources, topography and geographic location. ▪ These tools can be used to understand changes over time. They may be used to help illustrate sectionalism, unification, or movement.	• Analyze the ways in which historical events are shaped by geography using both modern and historical maps as well as other geographic tools.

TOPIC: HUMAN SYSTEMS

Content Statement

16. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.

CONTENT ELABORATION	EXPECTATIONS FOR LEARNING
▪ The expansion of the United States, both geographically and economically, was influenced by the availability of its natural resources: ▪ In the north, the abundance of resources allowed for the development of manufacturing and shipping. ▪ In the south, the soil and climate was conducive for the growing of cash crops which drained southern soils of essential nutrients and helped force the westward expansion of the plantation system. ▪ Expansion westward encouraged the building of canals and railroads, which in turn influenced further western migration. ▪ New settlers negatively affected the environment by impacting native vegetation, sources of water, and wildlife for economic gain.	• Analyze how the availability of natural resources contributed to the geographic and economic expansion of the United States. • Explain how the economic expansion of the United States sometimes resulted in unintended environmental consequences.

TOPIC: HUMAN SYSTEMS	
Content Statement 17. THE MOVEMENT OF PEOPLE, PRODUCTS AND IDEAS RESULTED IN NEW PATTERNS OF SETTLEMENT AND LAND USE THAT INFLUENCED THE POLITICAL AND ECONOMIC DEVELOPMENT OF THE UNITED STATES.	
CONTENT ELABORATION ▪ The development of the colonies into regions reflected the geographic characteristics of the region and the origins of its settlers and caused displacement of American Indians. ▪ In the south, the plantation economy relied upon slave labor. In the north, the manufacturing and industrial economy that developed was less reliant on slavery. These differences influenced the ideas and political perspectives regarding the institution of slavery as the colonies gained independence and developed as a country. ▪ The opening of lands west of the Appalachians for white settlers led the government to move American Indians further west through treaty negotiations or by forcible removal. ▪ Sections of North America developed new patterns of settlement and land use due to the movement of people through immigration, importation of slaves and the displacement of American Indians. These new patterns of settlement and land use influenced the political and economic development of the United States with the creation of the Land Ordinance of 1785 and the Northwest Ordinance of 1787. ▪ The movement of people and products necessitated the construction of better transportation networks.	**EXPECTATIONS FOR LEARNING** • DESCRIBE THE MOVEMENT OF PEOPLE, PRODUCTS AND IDEAS THAT RESULTED IN NEW PATTERNS OF SETTLEMENT AND LAND USE AND ANALYZE ITS IMPACT ON THE POLITICAL AND ECONOMIC DEVELOPMENT OF THE UNITED STATES.

<table>
<tr><th colspan="2">TOPIC: HUMAN SYSTEMS</th></tr>
<tr><td colspan="2">Content Statement
18. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</td></tr>
<tr><td>CONTENT ELABORATION

▪ Cultural biases, stereotypes, and prejudice against groups such as Americans Indians, women, and new immigrant groups contributed to controversies in American history. Responses to prejudice contributed to rebellions, forced migrations, and struggles for equal rights.</td><td>EXPECTATIONS FOR LEARNING

▪ Explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and for the majority population.</td></tr>
<tr><td colspan="2">Content Statement
19. Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.</td></tr>
<tr><td>CONTENT ELABORATION

▪ Democratic ideals became the cornerstone for the development of a common unique national identity. Many of these ideals were reflected in colonial governments and formed the basis for the colonists' disagreements over British policies, and were embedded in the U.S. Constitution, particularly in the Bill of Rights.
▪ A uniquely American identity began to emerge around the time of the American Revolution. The creation of public educational systems helped foster these ideals.
▪ Many immigrants came to the United States in pursuit of these democratic ideals with the hope of assimilating as Americans.</td><td>EXPECTATIONS FOR LEARNING

▪ Identify developments that helped bring about a unique national identity based on democratic ideals among diverse regional and cultural populations in the United States.</td></tr>
</table>

STRAND: GOVERNMENT

<table>
<tr><th colspan="2">TOPIC: CIVIC PARTICIPATION AND SKILLS</th></tr>
<tr><td colspan="2">Content Statement
20. Active participation in social and civic groups can lead to the attainment of individual and public goals.</td></tr>
<tr><td>CONTENT ELABORATION

▪ Throughout early American history, there are examples of how participation in social and civic groups led to the attainment of individual and public goals.
▪ An example of social participation is membership in a trade union which sought to improve working conditions.
▪ Civic groups included the Sons of Liberty, women suffragists, and the abolitionist movement.</td><td>EXPECTATIONS FOR LEARNING

• Explain how participation in social and civic groups can lead to the attainment of individual and public goals.</td></tr>
<tr><td colspan="2">Content Statement
21. INFORMED CITIZENS UNDERSTAND HOW MEDIA AND COMMUNICATION TECHNOLOGY INFLUENCE’S PUBLIC OPINION.</td></tr>
<tr><td>CONTENT ELABORATION

▪ Media and communication technology influences public opinion through a variety of means. Historically, this includes improvements in printing, mail delivery, distribution of newspapers, and the telegraph, which heightened public awareness and provided information. They also exposed people to arguments, emotional appeals, and propaganda. Pamphlets, books, and newspaper articles influenced public opinion in early American history. The invention of the telegraph transformed news and hastened the rise of independent, mass-circulation newspapers in the 19th century.</td><td>EXPECTATIONS FOR LEARNING

○ EXPLAIN HOW MEDIA AND COMMUNICATION TECHNOLOGY INFLUENCE PUBLIC OPINION.</td></tr>
</table>

TOPIC: ROLES AND SYSTEMS OF GOVERNMENT

Content Statement

22. The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.

CONTENT ELABORATION

- The federal government established by the U.S. Constitution divides power among a federal government and states. This allows both levels of government some degree of independence.
- The United States is a republic in which elected officials representing the people make laws and public policy.
- The U.S. Constitution provides for separation of powers among the three branches of government which includes:
  - a legislative branch that makes laws.
  - an executive branch that enforces laws; and
  - a judicial branch that interprets laws.
- The U.S. Constitution also provides for a system of checks and balances among the three branches of government. These checks and balances include the:
  - power of the President to veto acts of Congress.
  - power of Congress to approve presidential appointments, override Presidential veto, and impeachment; and
  - power of Supreme Court to declare laws unconstitutional through judicial review and override lower court decisions.

EXPECTATIONS FOR LEARNING

- Describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances.

Content Statement

23. THE U.S. CONSTITUTION PROTECTS CITIZENS' RIGHTS BY LIMITING THE POWERS OF GOVERNMENT.

CONTENT ELABORATION

- The U.S. Constitution including the Bill of Rights, protects the rights of citizens by placing limits on the powers of the government. The federal government, for example, is prohibited from infringing on the freedoms of speech, press, religion, assembly, and petition.
- Citizens also are entitled to due process of law, guaranteed the right to trial by jury and the right to counsel, and are protected from cruel and unusual punishments. After the Civil War, Reconstruction Amendments extended basic rights to the formerly enslaved Americans.

EXPECTATIONS FOR LEARNING

- EVALUATE HOW THE U.S. CONSTITUTION PROTECTS CITIZENS' RIGHTS BY LIMITING THE POWERS OF GOVERNMENT.

STRAND: ECONOMICS

TOPIC: ECONOMIC DECISION MAKING AND SKILLS	
Content Statement 24. Choices made by individuals, businesses and governments have both present and future consequences.	
CONTENT ELABORATION ▪ Economic choices are made because wants are unlimited, but resources are scarce. In any economic decision, whether by an individual, business or government, there are consequences for the present and the future. ▪ Businesses must weigh the consequences of hiring more workers, investing in research and development, and lowering or raising prices against potential profits in the short and long term. ▪ Governments must consider which public goods and services to provide for the common good with available revenue. They also must weigh the immediate and future impact of raising or lowering revenue through tax and tariff policy. ▪ Historical decisions based in part on economic choices include: • exploring new lands • importing slaves to the Americas • imposing new taxes on the American colonies • purchasing and/or acquiring lands from foreign countries • growth of industry • working conditions, and • imposing tariffs.	**EXPECTATIONS FOR LEARNING** ▪ Analyze how choices made by individuals, businesses and governments have both present and future consequences.

TOPIC: PRODUCTION AND CONSUMPTION

Content Statement

25. THE INDUSTRIAL REVOLUTION FUNDAMENTALLY CHANGED THE MEANS OF PRODUCTION AS A RESULT OF IMPROVEMENTS IN TECHNOLOGY, USE OF NEW POWER RESOURCES, THE ADVENT OF INTERCHANGEABLE PARTS AND THE SHIFT FROM CRAFTWORK TO FACTORY WORK.

CONTENT ELABORATION

- The first Industrial Revolution in the United States began following the War of 1812 and greatly increased the country's economic growth. It fundamentally changed the means of production through improvements in technology, the use of new power sources, the advent of interchangeable parts, and the shift from craftwork to factory work, which led to greater efficiency in the production process. Although this revolution began with the textile industry, it quickly moved to the production of other goods.

EXPECTATIONS FOR LEARNING

- ANALYZE HOW THE INDUSTRIAL REVOLUTION CHANGED THE MEANS OF PRODUCTION AND AFFECTED ECONOMIC GROWTH.

TOPIC: MARKETS

Content Statement

26. GOVERNMENTS CAN IMPACT MARKETS BY MEANS OF SPENDING, REGULATIONS, TAXES, AND TRADE BARRIERS.

CONTENT ELABORATION

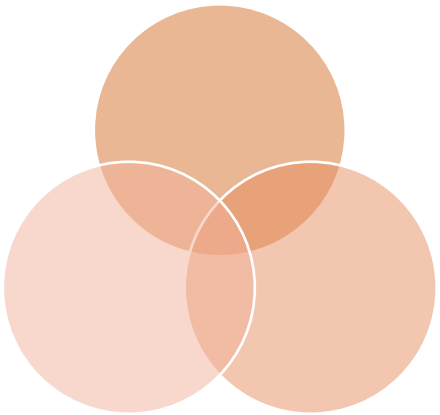
- Examples of how governments policies can impact markets by means of spending, regulations, taxes and trade barriers can be found in early American history.
- Spending by the United States and state governments has impacted markets by the financing of internal improvement, such as transportation networks including:
  - roads
  - canals; and
  - railroads.
- The United States also purchased land for later development.
- Regulations have been used by governments to control markets by limiting the production or exchange of goods.
- Trade barriers, such as tariffs, are used by governments to impact markets. They are the means used to prevent certain exchanges of goods between nations.

EXPECTATIONS FOR LEARNING

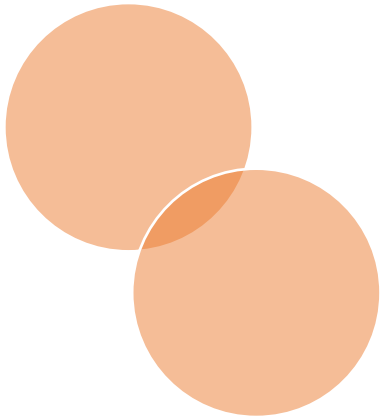
- ANALYZE THE IMPACT GOVERNMENT CAN HAVE ON MARKETS BY SPENDING, REGULATING, TAXING, AND CREATING TRADE BARRIERS.

GENERAL CONCEPTS
GRAPHIC ORGANIZERS

VENN DIAGRAMS

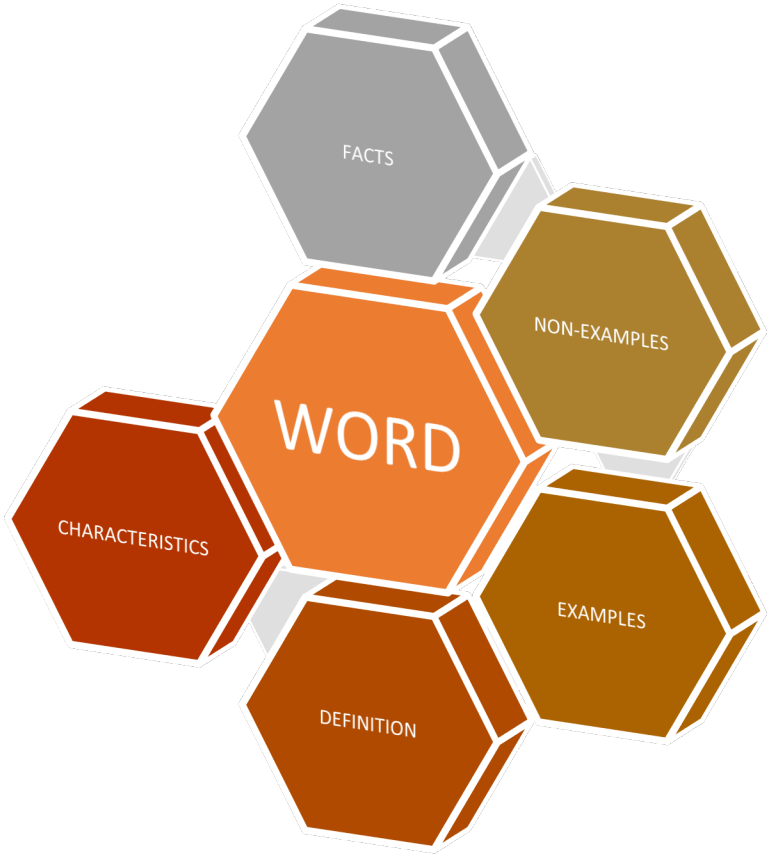


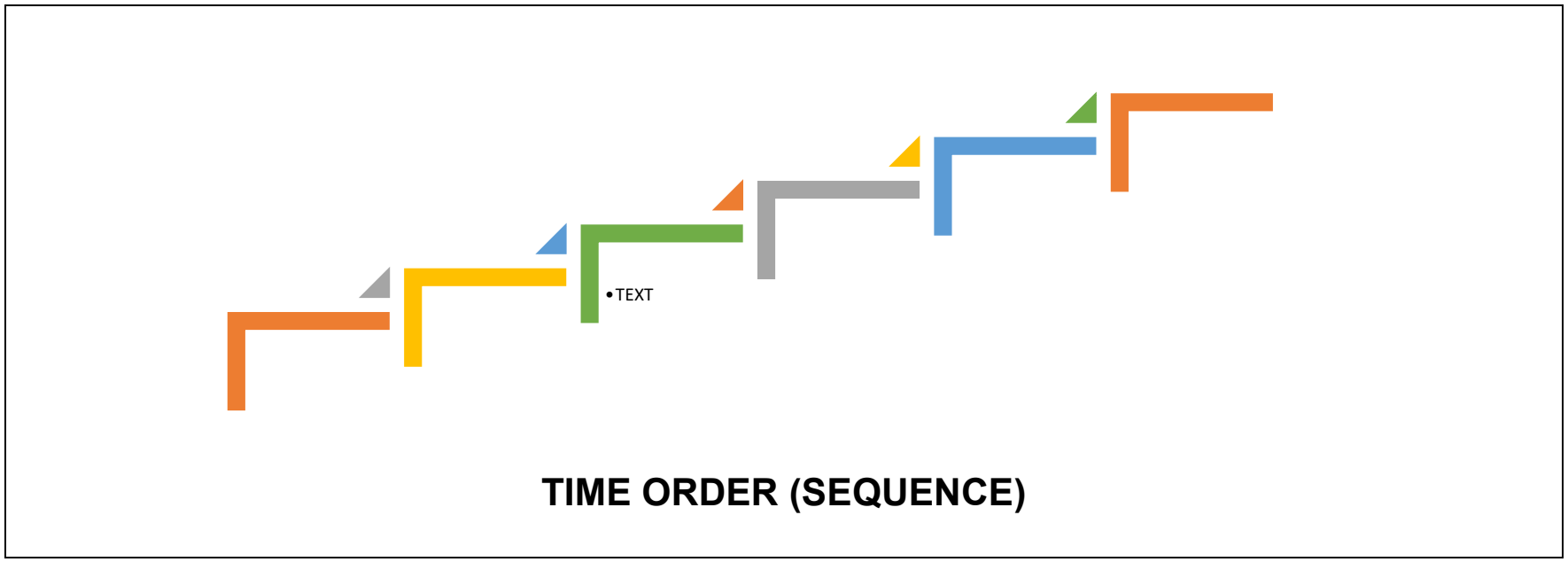
COMPARE AND CONTRAST

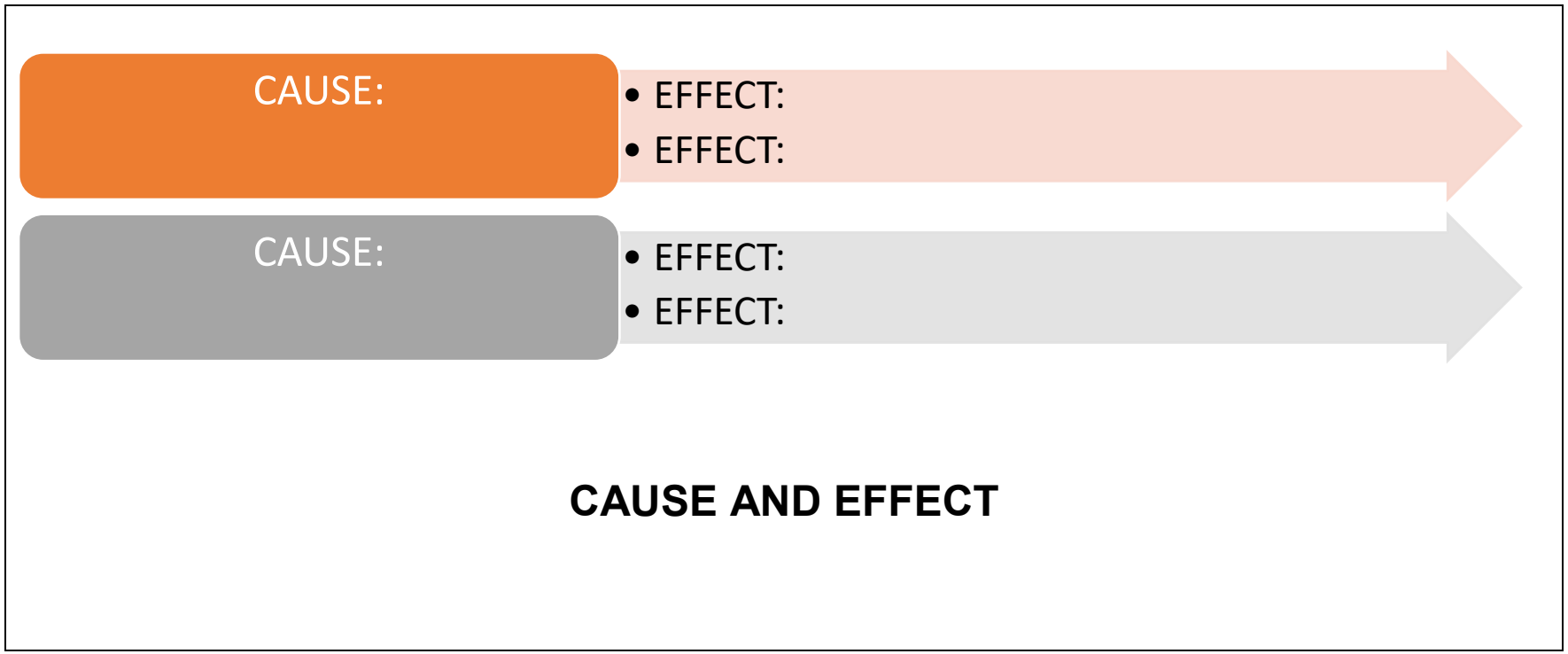


COMPARE AND CONTRAST

VOCABULARY WORD MAP




• TEXT
TIME ORDER (SEQUENCE)


CAUSE:
• EFFECT:
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CAUSE:
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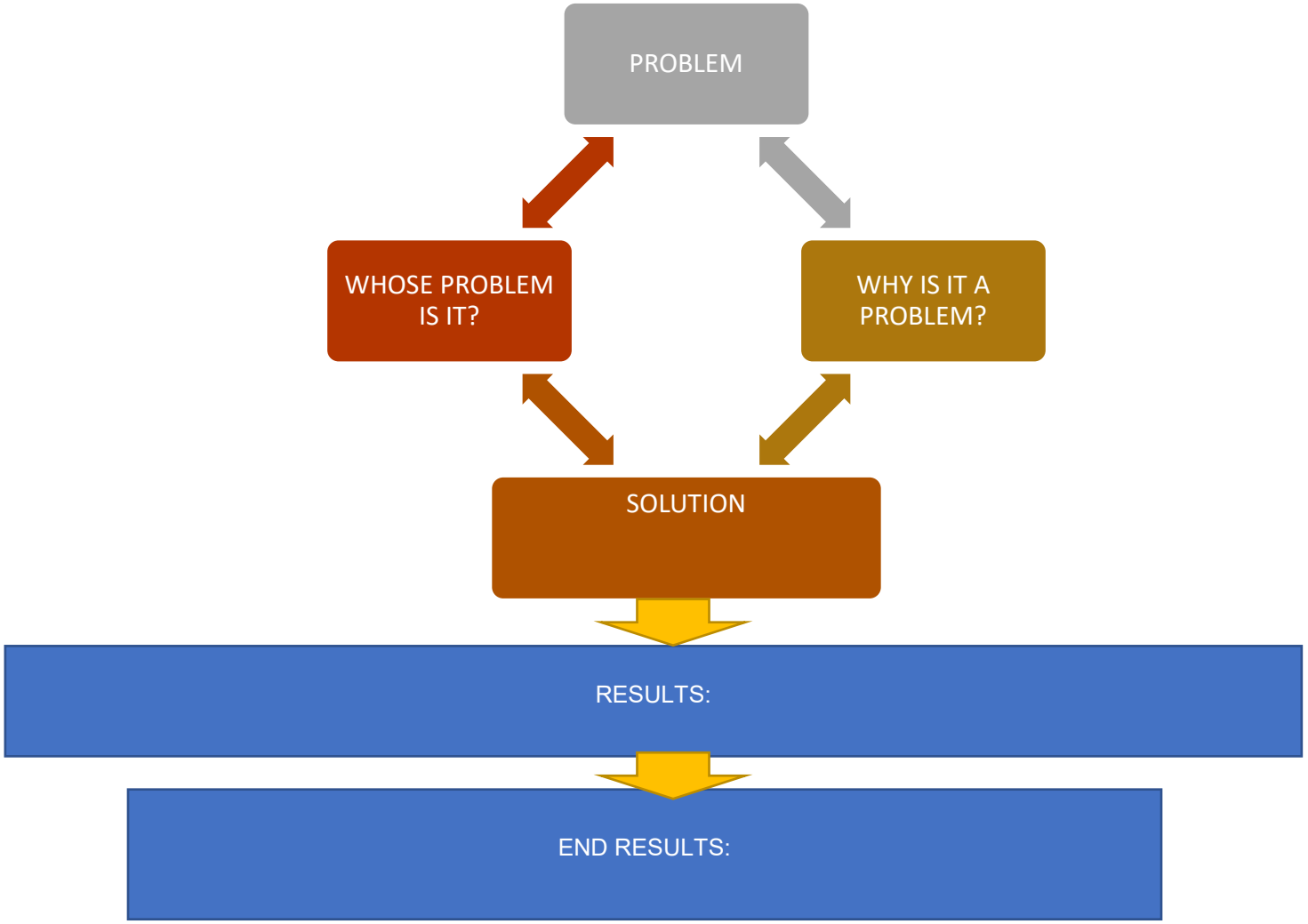
CAUSE AND EFFECT

PROBLEM---SOLUTION---RESULTS



RECOMMENDED INSTRUCTIONAL RESOURCES	
GALLOPADE CURRICULUM—EIGHTH GRADE **(DESIGNED TO EMPOWER STUDENTS OF EVERY LEARNING STYLE ACHIEVE THEIR FULL ACADEMIC POTENTIAL).** **U.S STUDIES FROM 1492 TO 1877:** **EXPLORATION THROUGH RECONSTRUCTION** ▪ **UNIT 1: EUROPEAN EXPLORATION AND COLONIZATION OF NORTH AMERICA** ▪ **UNIT 2: THE REVOLUTIONARY PERIOD AND GOVERNING THE NEW NATION** ▪ **UNIT 3: EARLY PRESIDENTIAL ADMINISTRATIONS** ▪ **UNIT 4: SOCIAL AND ECONOMMIC DEVELOPMENT IN THE 1800'S** ▪ **UNIT 5: WESTWARD EXPANSION AND GROWING SECTIONALISM** ▪ **UNIT 6: THE CIVIL WAR ERA**	**THE LEADER IN ME PROGRAM** **ELEMENTARY SCHOOL K-5TH GRADE** Establish a whole-child mindset with a belief that every child has genius and every student has the potential to become a leader. **THE LEADER IN ME PROGRAM** **MIDDLE SCHOOL 6TH-8TH GRADE** Create an environment of social-emotional learning that helps every student build confidence and discover their true potential.

AJHAE EDUCATIONAL COMMUNITY

Success in the twenty-first century requires the ability to make rational decisions both independently and collectively. These abilities are not innate but are nurtured and developed through intentionally and carefully planned experiences.

Students must have ample opportunities to practice social studies skills and concepts in multiple contexts.

The social studies are as basic for success as *reading, writing, mathematics, and science.*

If the young learners of this nation are to understand their roles and become effective participants in a democratic society, social studies must be an essential part of the elementary school curriculum.

At **AJHAE** we are committed to provide the time, resources, and professional development necessary to support exemplary social studies education. The democratic tradition of this country deserves an equal place in the elementary classroom. The founders of this country would expect nothing less.

Dr. Israel I. Koppisch
Assistant Superintendent

EDUCATIONAL PLAN

SCIENCE – SEVENTH- GRADE

ABSTRACT

The ANN JERKINS HARRIS ACADEMY OF EXCELLENCE based its Science Educational Program on the Ohio's Learning Standards which outlines what students should know and be able to do in Science in order to be able to succeed in college, careers, and for their role as engaged scientists. The program is also supported, enriched, and supplemented by The Leader in Me leadership program that permeates at all school levels and activities to empower our students to become active leaders in their school, homes, and communities. It establishes a whole-child mindset with a belief that every child has genius, and every student has the potential to become a leader.

|ADOPTED 2023-2024

ANN JERKINS HARRIS ACADEMY OF EXCELLENCE

EDUCATIONAL PLAN: SCIENCE GRADE 7 | ADOPTED 2023

GRADE THEME DESCRIPTION	This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be inferred from simple principles. These principles are related to the properties or interactions within and between systems

INTRODUCTION:

The aim of the AJHAE Science program is the promotion of scientific inquiry –the knowledge, intellectual processes, and critical thinking skills intended to help students develop personal meaning of science and how concepts integrate in their personal environment.

Ohio's Science Standards:

- Apply knowledge of science content to real-world challenges.
- Identify questions that can be answered through scientific investigations.
- Design and conduct scientific investigations using appropriate safety techniques.
- Use appropriate mathematics, tools and techniques to gather data and information.
- Analyze and interpret data.
- Develop descriptions, models, explanations and predictions.
- Think critically and logically to connect evidence and explanations.
- Recognize and analyze alternative explanations and predictions.
- Communicate scientific procedures and explanations. Design technological/engineering solutions.

AJHAE Educational Plan is based on the Ohio's Science Standards K-8th grade which are organized by Strands, Themes, Topics and Content Statements.

STRAND	TOPIC	TOPIC DESCRIPTION
EARTH AND SPACE SCIENCE (ESS)	**Cycles and Patterns of Earth and the Moon**	This topic focuses on Earth's hydrologic cycle, patterns that exist in atmospheric and oceanic currents, the relationship between thermal energy and the currents, and the relative position and movement of the Earth, sun and moon.
PHYSICAL SCIENCE (PS)	**Conservation of Mass and Energy**	This topic focuses on the empirical evidence for the arrangements of atoms on the Periodic Table of Elements, conservation of mass and energy, transformation and transfer of energy.
LIFE SCIENCE (LS)	**Cycles of Matter and Flow of Energy**	This topic focuses on the impact of matter and energy transfer within the biotic component of ecosystems.

GRADES TOPIC DESCRIPTIONS 7th GRADE		
Topic: Cycles and Patterns of Earth and the Moon This topic focuses on Earth's hydrologic cycle, patterns that exist in atmospheric and oceanic currents, the relationship between thermal energy and the currents, and the relative position and movement of the Earth, sun and moon.		
STRAND	**Content Statement**	**Content Elaboration**
	7.ESS.1: The hydrologic cycle: The hydrologic cycle illustrates the changing states of water as it moves through the lithosphere, biosphere, hydrosphere and atmosphere.	Grade 7 Concepts The different aspects of the hydrologic cycle (e.g., properties of water, changes of state, relationships of water to weather, effects of water on Earth's surface) from the elementary grades are formally combined in grade 7 and applied to the components of the hydrologic cycle. The movement of water through the spheres of Earth is known as the hydrologic cycle. As water changes state and energy is transferred, it cycles from one sphere into another (e.g., water transfers from the hydrosphere to

EARTH AND SPACE SCIENCE (ESS)	Thermal energy is transferred as water changes state throughout the cycle. The cycling of water in the atmosphere is an important part of weather patterns on Earth. The rate at which water flows through soil and rock is dependent upon the porosity and permeability of the soil or rock	the atmosphere when evaporation occurs). Groundwater and surface water quality are components of the hydrologic cycle. The porosity and permeability of the rock and/or soil can affect the rate at which the water flows. The pattern of the cycling illustrates the relationship between water, energy and weather. The movement of water in the cycle can have both positive and negative impacts, such as nutrient and contaminant transport. Contamination can occur within any step of the hydrologic cycle. Groundwater is easily contaminated as pollution present in the soil or spilled on the ground surface moves into the groundwater and impacts numerous water sources. Relating water flow to geographic and topographic landforms and/or features leads to an understanding of where water flows and how it moves through the different spheres. Topographic and aerial maps (can be virtual) can be used to identify drainage patterns and watersheds that contribute to the cycling of water. Lab investigations or technology can be used to simulate different segments of the hydrologic cycle.
	7.ESS.2: Thermal-energy transfers in the ocean and the atmosphere contribute to the formation of currents, which influence global climate patterns. The sun is the major source of energy for wind, air and ocean currents and the hydrologic cycle. As thermal energy transfers occur in the atmosphere and ocean, currents form. Large bodies of water can influence weather and climate. The jet stream is an example of an atmospheric current and the Gulf Stream is an example of an oceanic current. Ocean currents are influenced by factors other than thermal energy, such as water density, mineral content (such as salinity), ocean floor topography and Earth's rotation. All of these factors delineate global climate patterns on Earth.	The earlier concepts of weather and the physical properties of air and water, and their changes are expanded in grade 7 to the relationship of atmospheric and oceanic currents and climate. Current and climate patterns on a global level should be studied using a variety of maps, models and technology (e.g., remote sensing, satellite images, LANDSAT). The causes of moving currents in the atmosphere and ocean are connected to thermal energy, density, pressure, composition and topographic/geographic influences (e.g., continental mountains, ocean ridges). Studies should also include specific current patterns in both the atmosphere and the ocean that are mapped and documented through data. Contemporary studies regarding global climate must be based on facts and evidence. This content statement is connected to the Life Science, grade 7 content pertaining to biomes and the climatic zones of Earth.
	7.ESS.3: The atmosphere has different properties at different elevations and contains a mixture of gases that cycle through the lithosphere, biosphere, hydrosphere and atmosphere. The atmosphere is held to the Earth by the force of gravity. There are defined layers of the atmosphere that have specific properties, such as temperature, chemical composition and physical characteristics. Gases in the atmosphere include nitrogen, oxygen, water vapor,	The properties and composition of the layers of Earth's atmosphere are studied, as they are essential in understanding atmospheric currents, climate and biogeochemical cycles, which are seventh-grade concepts. Understanding the interactions between Earth's spheres (Earth Systems Science) and how specific elements and/or compounds move between them should be emphasized. This study includes standard greenhouse gases (including water vapor), ozone (in the atmosphere and at Earth's surface) and natural events/human activities that can change the properties of the atmosphere. Contemporary issues and technological advances should be included within this concept. Real-time scientific data pertaining to air quality

	carbon dioxide and other trace gases. Biogeochemical cycles illustrate the movement of specific elements or molecules (such as carbon or nitrogen) through the lithosphere, biosphere, hydrosphere and atmosphere. Note: The emphasis is on why the atmosphere has defined layers, not on naming the layers	and properties of air can be incorporated into the study of atmospheric properties and air quality.
	7.ESS.4: The relative patterns of motion and positions of Earth, moon and sun cause solar and lunar eclipses, tides and phases of the moon. The moon's orbit and its change of position relative to Earth and sun result in different parts of the moon being visible from Earth (phases of the moon). A solar eclipse is when Earth moves into the shadow of the moon (during a new moon). A lunar eclipse is when the moon moves into the shadow of Earth (during a full moon). Gravitational force between Earth and the moon causes daily oceanic tides. When the gravitational forces from the sun and moon align (at new and full moons) spring tides occur. When the gravitational forces of the sun and moon are perpendicular (at first and last quarter moons), neap tides occur	The role of gravitational forces and tides are introduced with relation to the position of Earth, moon and sun. Models and simulations (can be 3-D or virtual) are used to demonstrate the changing positions of the moon and Earth (as they orbit the sun) and lunar/solar eclipses, daily tides, neap and spring tides and the phases of the moon. Our solar system is a part of the Milky Way galaxy, which is part of the universe. The emphasis should not be on naming the phases of the moon or tides, but in understanding why the phases of the moon or tides are cyclical and predictable. Advances in scientific knowledge regarding patterns and movement in the solar system are included in this content statement.
	7.ESS.5: The relative positions of Earth and the sun cause patterns we call seasons. Earth's axis is tilted at an angle of 23.5°. This tilt along with Earth's revolution around the sun, affects the amount of direct sunlight that the earth receives in a single day and throughout the year. The average daily temperature is related to the amount of direct sunlight received	Each day, the total energy that a particular location on Earth receives from sunlight is directly related to the angle at which the sun's rays strike Earth and the amount of time the sun is above the horizon (i.e. the number of hours of sunlight). Seasonal change should be expanded to include regions of the world that experience specific seasonal weather patterns and natural weather hazards (e.g., hurricane season, monsoon season, rainy season, dry season). This builds upon making observations of the seasons throughout the school year in the earlier grades. Three-dimensional models are used to demonstrate that the tilt of Earth's axis is related to the amount of direct sunlight received and seasonal temperature changes.
Topic: Conservation of Mass and Energy This topic focuses on the empirical evidence for the arrangements of atoms on the Periodic Table of Elements, conservation of mass and energy, transformation and transfer of energy.		
STRAND	**Content Statement**	**Content Elaboration**
PHYSICAL	**7.PS.1: Elements can be organized by properties**.	All substances are composed of one or more elements. Elements are organized into groups based on their properties (including melting and/or boiling points). Elements with similar properties are grouped together on the periodic table. These

SCIENCE (PS)	Elements can be classified as metals, non-metals and metalloids, and can be organized by similar properties such as color, solubility, hardness, density, conductivity, melting point and boiling point, viscosity, and malleability. Note 1: This is the conceptual introduction of the Periodic Table of Elements and should be limited to classifications based on observable properties; it should not include the names of the families.	groups include metals, non-metals and metalloids. Most metals are malleable, have high melting points, are usually solid at room temperature and are good conductors of heat and electricity. Nonmetals are poor conductors of heat and electricity and tend to be dull and brittle in the solid state. Depending on the element, they may be solid, liquid or gas at room temperature. Metalloids demonstrate some properties of both metals and non-metals
	7.PS.2: Matter can be separated or changed, but in a closed system, the number and types of atoms remains constant. When substances interact and form new substances the properties of the new substances may be very different from those of the original substances, but the amount of mass does not change. Physically combining two or more substances forms a mixture, which can be separated through physical processes. Note: Under these standards, classifying specific changes as chemical or physical is not appropriate.	Elements are basic building blocks of matter that are uniform and not further broken into simpler substances by chemical or physical means. Instruction on subatomic particles is reserved for high school. Compounds are composed of two or more different elements joined together chemically. Each compound has its own unique composition of type and number of elements and atoms. Molecules are the combination of two or more atoms that are joined together chemically. Molecules can be either elements or compounds (e.g., elemental hydrogen is a molecule containing two atoms of hydrogen; water is a molecule containing two atoms of hydrogen joined with one atom of oxygen). All particles of a pure substance have nearly identical mass. Particles of different substances usually have different masses, depending on their composition. Each element and compound has properties, some of which are independent of the amount of the sample. For any change in a closed system, the number and type of atoms stay the same, even if the atoms are rearranged. Therefore, the mass remains constant. Mass is always conserved in a closed system; this is not always the case for volume. Mixing isopropyl alcohol (90%) with water results in a volume that is less than the sum of the volumes. Heating liquid results in an increase in volume. The conservation of matter can be demonstrated using simple balanced equations with their chemical formulas or pictorial representations of the reactants and products. The equations for photosynthesis and cellular respiration can be used to demonstrate this concept. Energy input is required to break a molecule apart. When the separated atoms form new molecules, the output energy can be greater than or less than the original input energy.
	7.PS.3: Energy can be transformed or transferred but is never lost. When energy is transferred from one system to another, the quantity of energy before transfer equals the quantity of energy after transfer. When energy is transformed from one form to	A system is separated from its surroundings by either a physical or mental boundary. An isolated system is one that does not interact with its surroundings. Matter and energy cannot get into or out of an isolated system. Most systems on Earth are open systems. Matter and energy can be transferred into or out of an open system. If energy appears to be gained or lost, it has just transformed or transferred into a different system. Examples of systems include ecosystems, the atmosphere, the hydrosphere, the solar system and the human body. When energy transfers to a large system, it may be difficult to measure the effects of the added energy.

	another, the total amount of energy remains the same.	Dissipated energy (energy that is transformed into thermal energy and released into the surroundings) is difficult or impossible to recapture. Some systems dissipate less energy than others, leaving more energy to use. Investigation, testing and experimentation are used to explore energy transfers and transformations. Observing the quantifiable energy changes in a virtual environment is recommended at this introductory level, as energy changes can be difficult to measure accurately.
	7.PS.4: Energy can be transferred through a variety of ways. Mechanical energy can be transferred when objects push or pull on each other over a distance. Mechanical and electromagnetic waves transfer energy when they interact with matter. Thermal energy can be transferred through radiation, convection and conduction. An electrical circuit transfers energy from a source to a device. **Note: Energy transfers should be experiential and observable at this grade level**.	Mechanical energy is transferred when a force acts between objects to move one of the objects some distance with or against the force. The amount of energy transferred increases as the strength of the force and/or the distance covered by the object increases. This energy transfer (work) stops when the objects no longer exert forces on each other. Energy transfers should be experiential and observable at this grade level. Waves can be described by their speed, wavelength, amplitude and frequency. Vibrations cause wavelike disturbances that transfer energy from one place to another. Mechanical waves require a material (medium) in which to travel. The medium moves temporarily as the energy passes through it but returns to its original undisturbed position. Mechanical waves are classified as transverse or longitudinal (compressional) depending on the direction of movement of the medium. The energy of a mechanical wave depends on the material and increases with amplitude. While light and other electromagnetic waves do not require a medium and can travel through a vacuum, they can travel through some media, such as clear glass. A wave travels at a constant speed through a particular material as long as it is uniform (e.g., for water waves, having the same depth). The speed of the wave depends on the nature of the material (e.g., sound waves travel faster through most solids than gases). For a particular uniform medium, as the frequency (f) of the wave is increased, the wavelength (λ) of the wave is decreased. Gravitational potential energy is associated with the mass of an object and its height above a reference point (e.g., above ground level, above floor level). A change in the height of an object is evidence that the gravitational potential energy has changed. Elastic potential energy is associated with how much an elastic object has been stretched or compressed and how difficult such a compression or stretch is. A change in the amount of compression or stretch of an elastic object is evidence that the elastic potential energy has changed. Chemical potential energy is associated with the position and arrangement of the atoms within substances. Rearranging atoms into new positions to form new substances (chemical reaction) is evidence that the chemical potential energy has

		most likely changed. The energy transferred when a chemical system undergoes a reaction is often thermal energy. Electrical potential energy is associated with the position of electrically charged objects relative to each other and the amount of charge they have. A change in the position of charged particles relative to each other is evidence of a change in electrical potential energy. Generators convert mechanical energy into electrical energy and are used to produce electrical energy in power plants. Electric motors convert electrical energy into mechanical energy. For grade 7, investigation and experiments (3-D and virtual) are used to connect energy transfer and waves to the natural world. Real wave data (e.g., oceanic, seismic, light, sound) can be used. Heat is the transfer of energy from a warmer object to a cooler one. Thermal energy can be transferred when moving atoms collide. This energy transfer is conduction. Thermal energy can also be transferred by means of thermal currents in air, water or other fluids. As fluids are heated, they expand, decreasing the density. Cooler material with a greater density sinks while warmer material with less density rises, causing currents that transfer energy. This energy transfer is convection. Thermal energy can also be transformed into waves that radiate outward. This radiation can be absorbed by an object and transformed back into thermal energy. This energy transfer is radiation. Technology (e.g., virtual simulations, satellite imagery, remote sensing, accessing real-time temperature data) can be used to demonstrate the transfer of thermal energy on the surface or interior of Earth and within the solar system. An electric circuit exists when an energy source (e.g., battery, generator, solar cell) is connected to an electrical device (e.g., light bulb, motor) in a closed circuit. The energy source transfers energy to charges in the circuit. Charges flow through the circuit. Electric potential is a measure of the potential electrical energy of each charge. Differences in voltages can be measured with a voltmeter. The energy source does not create the charges; they were already present in the circuit. When the charges reach an electrical device, energy can be transformed into other forms of energy (e.g., light, sound, thermal, mechanical). The voltage drops after this energy transfer, but the charges continue to move through the circuit. In an open circuit, the charges stop flowing and energy is not transferred. Current is the rate of charge flow through conductors and can be measured with an ammeter. The degree to which current is opposed in a circuit is called resistance. Generally, for a particular

		energy source, the greater the resistance, the lower the current. The resistance through a wire depends upon the type of metal, the length of the wire and the diameter of the wire. Electrical devices can be connected in a series or as a parallel circuit. As the number of devices in a series loop increases, the current in the loop decreases. As loops are added in parallel, the current though the devices in each loop is the same as it would be if that loop were the only loop in the circuit. Many of the circuits used in modern devices involve arrangements of circuit elements that are much more complex than a simple series or parallel circuit. Testing and experimenting (3-D or virtually) with electrical circuits to observe results of energy transfers due to changes in resistance, current and voltage are encouraged. **Note 2: The electromagnetic nature of electromagnetic radiation is not appropriate at this grade level nor are mathematical calculations of work or electricity.** Future
Topic: Cycles of Matter and Flow of Energy This topic focuses on the impact of matter and energy transfer within the biotic component of ecosystems.		
STRAND	**Content Statement**	**Content Elaboration**
LIFE SCIENCE (LS) **The basic concepts for matter and energy flow were introduced in grades 3-5. The grades 3-5 concepts are expanded to include a comparison of photosynthesis and cellular respiration.**	**7.LS.1: Energy flows and matter is transferred continuously from one organism to another and between organisms and their physical environments.** Plants use the energy in light to make sugars out of carbon dioxide and water (photosynthesis). These materials can be used or stored for later use. Organisms that eat plants break down plant structures to release the energy and produce the materials they need to survive. The organism may then be consumed by other organisms for materials and energy. Energy can transform from one form to another in living things. Animals get energy from oxidizing food, releasing some of its energy as heat. The total amount of matter and energy remains constant, even though its form and location change. **Note: Chemical reactions in terms of subatomic structures of atoms are not appropriate at this grade level. Chemical reactions are presented as the rearrangement of atoms in molecules**.	The basic concepts for matter and energy flow were introduced in grades 3-5. The grades 3-5 concepts are expanded to include a comparison of photosynthesis and cellular respiration. The use of light energy to make food is called photosynthesis. The breakdown of food to release the stored energy is called respiration. General formulas are appropriate at this grade level, because atoms and molecules are taught in grade 6. Details of both processes are not grade appropriate. In grade 6, cellular organelles are introduced. It is appropriate to reinforce that the chloroplast (the plant cell organelle that contains chlorophyll) captures the sun's energy to begin the process of converting the energy from the sun into sugars and sugar polymers, such as starch. As matter is cycled within the environment, it promotes sustainability. The elements that make up the molecules of living things are continuously recycled. Energy-rich molecules that are passed from organism to organism are eventually recycled by decomposers back into mineral nutrients usable by plants. The emphasis is not on food webs, but on the transfer of matter and energy between organisms. The concepts of conservation of matter and conservation of energy are applied to ecosystems. Matter within an ecosystem is continually undergoing changes in form and location; however, as long as it remains within that ecosystem, the total amount of matter in the ecosystem remains constant. An energy pyramid graphic can illustrate the flow of energy. At each stage in the transfer of energy within an ecosystem, some energy is stored in newly synthesized molecules and some energy is transferred into the environment as heat produced by the chemical processes in cells. This dissipated energy is not easy to detect or recapture but continues to exist. New discoveries, technology and research are used to connect the concept of energy transfer and transformation within the ecosystem and between ecosystems. For example, the use of biomass as an alternative energy source for the local area can focus on different types of biomass, competition between human food crops and biomass crops, and biomass vs. other types of alternatives to fossilfuels energy.
	7.LS.2: In any particular biome, the number, growth and survival of organisms and populations depend on biotic and abiotic factors.	Biomes are defined by abiotic components of the environment – topography, soil types, precipitation, solar radiation and temperature. Comparing the different biomes found on Earth is the focus of this content statement. Examples of the Earth's biomes include aquatic (freshwater, brackish water and

	The variety of physical (abiotic) conditions that exists on Earth gives rise to diverse environments (biomes) and allows for the existence of a wide variety of organisms (biodiversity). Biomes are regional ecosystems characterized by distinct types of organisms that have developed under specific soil and climatic conditions. Ecosystems are dynamic in nature; the number and types of species fluctuate over time. Disruptions, deliberate or inadvertent, to the physical (abiotic) or biological (biotic) components of an ecosystem impact the composition of an ecosystem.	marine water), forest (tropical and temperate), desert (cold and hot), grassland, taiga and tundra. Biomes should be linked to climate zones on a global level by using a variety of maps, models and technology (e.g., remote sensing, satellite images, LANDSAT). An ecosystem is composed of linked and fluctuating interactions between biotic and abiotic factors. Given adequate resources and an absence of disease or predators, populations of organisms in ecosystems increase at rapid rates. Finite resources and other factors limit population growth. As one population proliferates, it is held in check by one or more environmental factors (e.g., depletion of food or nesting sites, increased loss to predators, invasion by parasites). If a natural disaster such as a flood or fire occurs, the damaged ecosystem is likely to recover in a succession of stages that eventually results in a system similar to the original one.

SEVENTH GRADE CURRICULUM

UNIT 1
GEOLOGY ON MARS

Analyzing data about landforms on Mars can provide evidence that Mars may have once been habitable.

As planetary geologists, students analyze data about geoscience processes on the surface of Mars, in order to decide whether Mars could have been habitable.

- ESS1-3: Scale in the Solar System
- ESS2-2: Geoscience Processes

UNIT 2
PLATE MOTION

Mesosaurus fossils have been found on continents separated by thousands of kilometers of ocean, even though the Mesosaurus species once lived all together.

Students play the role of geologists working for the fictional Museum of West Namibia to investigate Mesosaurus fossils found both in southern Africa and in South America.

- ESS1-4: Strata and Earth Age
- ESS2-2: Geoscience Processes
- ESS2-3: Evidence for Plate Motion

UNIT 3
PLATE MOTION ENGINEERING INTERNSHIP

Patterns in earthquake data can be used to design an effective tsunami warning system.

Students act as geohazard engineering interns to design a tsunami warning system. Students communicate like engineers and scientists do as they use their understanding of plate motion and patterns in data to create and justify their designs.

- ESS3-2: Natural Hazards
- ESS2-2: Geoscience Processes
- ESS2-3: Evidence for Plate Motion

UNIT 4
ROCK TRANSFORMATIONS

Rock samples from the Great Plains and from the Rocky Mountains — regions hundreds of miles apart — look very different, but have surprisingly similar mineral compositions.

- ESS2-1: Earth's Materials
- ESS2-2: Geoscience Processes
- ESS3-1: Distribution of Natural Resources
- ESS1-3: Scale in the Solar System
- ESS2-3: Evidence for Plate Motion

UNIT 5
PHASE CHANGE

A methane lake on Titan no longer appears in images taken by a space probe two years apart.

Students, in their role as student chemists, investigate the mystery of disappearing methane lakes on Saturn's moon, Titan. They must apply what they learn about phase change, matter, and energy.

- PS1-4: Phase Change

UNIT 6
PHASE CHANGE ENGINEERING INTERNSHIP

Designing portable baby incubators with different combinations of phase change materials can keep babies at a healthy temperature.

As chemical engineering interns, students design and test plans for an incubator for premature and low birth weight babies, applying ideas about phase change and the engineering and design process.

UNIT 7
CHEMICAL REACTIONS

A mysterious reddish-brown substance has been detected in the tap water of Westfield.

Students play the role of student chemists, applying what they learn about matter and chemical reactions to solve the mystery of mysterious substances appearing in a county's water supply.

- PS1-1: Atomic Theory/Molecules
- PS1-2: Chemical Reactions
- PS1-3: Synthetic Materials
- PS1-5: Atoms Conserved

UNIT 8
MATTER AND ENERGY IN ECOSYSTEMS

The biodome ecosystem has collapsed.

Students act as ecologists to investigate a failed biodome. In the process, they learn about how matter, carbon in particular, flows through biotic and abiotic components of an ecosystem.

- LS1-1: Living Things Made of Cells
- LS1-2: Cell Parts
- LS1-6: Photosynthesis

• PS1-1: Atomic Theory / Molecules • PS3-4: Energy and Temperature • PS3-5: Motion and Energy Transfer • ESS1-3: Scale in the Solar System • ESS2-4: The Water Cycle	• PS1-4: Phase Change • PS3-3: Thermal Energy Transfer • PS3-4: Energy and Temperature	• PS1-6: Thermal Energy and Chemical Processes • LS1-6: Photosynthesis • LS1-7: Cellular Respiration • ESS3-1: Distribution of Natural Resources • ESS3-3: Designs to Minimize Impact	• LS1-7: Cellular Respiration • LS2-2: Ecosystem Relationships • LS2-3: Flow of Energy and Cycling of Matter • LS2-4: Changes Affect Populations • ESS2-1: Earth's Materials • PS1-1: Atomic Theory / Molecules • PS1-6: Thermal Energy and Chemical Processes • LS1-1: Living Things Made of Cells • LS1-2: Cell Parts • ESS3-5: Factors for Global Temperature
UNIT 9 **POPULATIONS AND RESOURCES**			
The size of the moon jelly population in Glacier Sea has increased. In their role as student ecologists, students work to uncover the cause of the moon jelly population explosion in Glacier Sea. They learn about how organisms interact in an ecosystem to get the resources they need. • LS2-1: Resources and Populations • LS2-2: Ecosystem Relationships			

• LS2-3: Flow of Energy and Cycling of Matter • LS2-4: Changes Affect Populations • LS2-5: Ecosystem Services • LS1-7: Cellular Respiration • ESS3-3: Designs to Minimize Impact			

EDUCATIONAL PLAN

SOCIAL STUDIES – SEVENTH GRADE

ABSTRACT

The ANN JERKINS HARRIS ACADEMY OF EXCELLENCE based its Social Studies Educational Program on the Ohio's Learning Standards which outlines what students should know and be able to do in Social Studies to be able to succeed in college, careers, and for their role as engaged citizens. The program is also supported, enriched, and supplemented by The Leader in Me leadership program that permeates at all school levels and activities to empower our students to become active leaders in their school, homes, and communities. It establishes a whole-child mindset with a belief that every child has genius, and every student has the potential to become a leader.

| ADOPTED 2023-2024

ANN JERKINS HARRIS ACADEMY OF EXCELLENCE

EDUCATIONAL PLAN: SOCIAL STUDIES GRADE 7 | ADOPTED 2023

GRADE THEME DESCRIPTION **WORLD STUDIES - FROM 750BC TO 1600 AD** **ANCIENT GREECE TO THE FIRST GLOBAL AGE**	The seventh-grade year is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic events are shaped by geographic, social, cultural, economic, and political factors. Students will develop their understanding of how ideas and events from the past have shaped the world today.

INTRODUCTION:

The aim of the AJHAE Social Studies program is the promotion of civic competence –the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.

Civic competence rests on a commitment to democratic values and requires the ability to use knowledge about one's community, nation, and world; apply inquiry processes; and employ skills of data collection and analysis, collaboration, decision-making, and problem solving.

Ohio's Social Studies Standards:

- Set high expectations and provide strong support for social studies achievement by all students.
- Represent the social studies knowledge and skills needed to make a successful transition to postsecondary education, the workplace and civic life.
- Are informed by national standards.
- Balance knowledge, conceptual understanding, and skill development.
- Address significant understandings that are the basis for sound decision making as citizens.
- Focus on important social studies topics.
- Represent rigorous progression across grades and in-depth study within each grade.
- Serve as the basis for classroom and statewide assessments.
- Guide the development of local social studies curricula and instructional programs,

RATIONALE

The advancement of "liberty and justice for all," as envisioned by our country's founders, requires that citizens have the knowledge, attitudes, and values to both guard and endorse the principles of a constitutional democracy. Beginning to build this knowledge at an early age involves educators who are well grounded in social studies educational practice. Social studies at the elementary level should provide students with purposeful and meaningful learning experiences that are challenging, of high quality, developmentally appropriate, and reflective of contemporary social and diverse global realities.

If the young learners of this nation are to become effective participants in a democratic society, then social studies must be an essential part of the curriculum throughout the elementary years. In a world that demands independent and cooperative problem solving to address complex social, economic, ethical, and personal concerns, core social studies content is as basic for success as reading, writing, and computing. Knowledge, skills, and attitudes necessary for informed and thoughtful participation in society require a systematically developed elementary program focused on concepts from the four core social studies disciplines: civics, economics, geography, and history.

The ***College, Career, and Civic Life (C3) Framework*** for Social Studies State Standards offers a viable approach to disciplinary and multi-disciplinary instruction by positioning inquiry "at the heart of social studies." The C3 Framework emphasizes concepts and tools in civics, economics, geography, and history as children investigate compelling questions that deal with social studies topics. By engaging in social studies inquiry, young children can begin to see themselves as capable problem-solvers and active contributors to their communities and beyond.

Both the United States of America and the world are rapidly changing, creating a far more multiethnic, multiracial, multilingual, multi-religious and multicultural context for elementary education. Thus, elementary educators must be prepared to value and to serve a far more diverse group of young learners and families than at any time in the past. Social studies must be a vital part of elementary curricula to prepare children to understand and participate effectively in an increasingly diverse world.

Our global community owes children opportunities to explore the variety and complexity of human experience through a dynamic and meaningful education. When children are grounded in democratic principles, immersed in age-appropriate democratic strategies, and engaged in meaningful inquiry, they construct the foundational skills that prepare them to participate respectfully and intelligently in a nation and world marked by globalization, interdependence, human diversity, and societal change.

PURPOSE OF THE ELEMENTARY SCHOOL SOCIAL STUDIES

The purpose of the elementary school social studies is to ***enable students to understand, participate in, and make informed decisions about their world*.**

Social studies content allows young learners to explain relationships with other people, to institutions, and to the environment, and equips them with knowledge and understanding of the past. It provides them with skills for productive problem solving and decision making as well as for assessing issues and making thoughtful value judgments. Above all, it integrates these skills and understandings into a framework for responsible citizen participation locally, nationally, and globally. The teaching and learning processes within social studies are uniquely organized to develop these capacities, beginning with the youngest learners in our schools.

The "expanding communities" curriculum model of self, family, community, state, and nation is insufficient for today's young learners. Elementary social studies should include civic engagement, as well as knowledge from the core content areas of civics, economics, geography, and history. Skills that enhance critical thinking, socio-emotional development, prosocial skills, interpersonal interactions, and information literacy are more meaningful and useful when developed within the context of social studies. The infusion of technology into elementary social studies also prepares students as active and responsible citizens in the twenty-first century.

Powerful and Purposeful Elementary Social Studies

Teaching and learning in the elementary classroom should be meaningful, integrative, value-based, challenging, and active. These qualities of powerful social studies learning are foundational to the development of children's knowledge, skills, and dispositions as participating citizens in a global society.

MEANINGFUL	INTEGRATIVE
For social studies instruction to be meaningful, teachers must understand and meet the needs of their students. At every grade level, teachers should capitalize on the diversity and natural interests of their students in the world around them.	Social studies is integrative by nature. Powerful social studies teaching crosses disciplinary boundaries to address topics in ways that promote social understanding and civic efficacy. It also integrates knowledge, skills, and dispositions with authentic action.
By building on students' skills and experiences, teachers can design learning events that challenge students to make meaningful connections and expand their knowledge and viewpoints.	When children pursue a project or investigation, they encounter many problems and questions based in civics, economics, geography, and history. With teacher guidance, children can actively explore both the processes and concepts of social studies while simultaneously exploring other content areas.
In social studies, as in any knowledge domain, learners benefit from having a variety of ways to understand a given concept. Increasingly, elementary teachers have students of diverse backgrounds and differing abilities in their classes, making differentiated instruction and culturally relevant pedagogy necessary to meet individual needs. Successful early childhood / elementary teachers must possess both a command of the subject matter and the ability to engage students in the learning process through a variety of developmentally appropriate instructional practices and methodologies.	Specialized social studies academic vocabulary and concepts should be developed and integrated into the curriculum. Students cannot internalize vocabulary for use unless teachers model it and use it in classroom discussions.
The elementary social studies curriculum should be more than a collection of enjoyable experiences. A piecemeal approach to social studies programming can result in a disconnected conglomeration of activities and teaching methods that lack focus, coherence, and comprehensiveness. Exclusive focus on food, fun, festivals, flags, and films is not an effective framework for social studies teaching and learning.	Teachers should ensure that the social studies experiences woven throughout the curriculum follow logical sequences, allow for depth, and focus, and help young learners move forward in their acquisition of knowledge and skills. The curriculum should not become, in the pursuit of integration, a grab bag of random social studies experiences that are related marginally to a theme or project. Rather, concepts should be developed to assure coherence and meaning.

VALUE-BASED	CHALLENGING	ACTIVE
Young learners do not become responsible, participating citizens automatically. They need to engage in frequent opportunities to make daily decisions about democratic concepts and principles that are respectful of the dignity and rights of individuals and the common good. They need to participate in learning experiences that involve core values of democracy, including freedom of speech and thought, equality of opportunity, justice, and diversity.	Challenging elementary school social studies can pave the way for lifelong learning and active citizenship. Teachers should provide students opportunities for in-depth investigation of concepts that challenge and engage them.	In effective social studies programs, elementary teachers use a variety of approaches, strategies, technology, and materials to support children's interests and abilities. As new information or skills are presented, teachers facilitate discourse and students consider new ideas and assimilate multiple perspectives.
In other words, the voices of elementary students must be heard and taken seriously. This learning transcends the simplistic "character virtues" approach to values education in elementary schools. Thoughtful and deliberate classroom engagement related to controversial or ethical issues provides opportunities for elementary students to practice critical thinking skills while examining multiple perspectives.	Challenging social studies instruction includes research, debates, discussions, projects of all varieties including the arts, and simulations that require application of critical thinking skills. Instead of simply reading and answering questions from textbooks, elementary students should be taught to inquire, question, evaluate, and challenge informational sources.	Processes such as problem solving, debates, simulations, project-based learning, and role-playing are active strategies that can lead to new opportunities for student discovery and engagement.
Elementary teachers should create opportunities for students to discuss values, engage in real-world problem solving, weigh costs and benefits, consider opportunity costs, and make rational and reasoned decisions.	Teachers should ask young children compelling questions that stimulate decision-making, problem solving, and issue analysis.	Teachers decide when to take the lead during instruction and when to support the students' leadership in learning. They guide and facilitate rather than dictate learning.

AJHAE Social Studies Educational Plan is designed to support students' acquisition of foundational knowledge and skills, well-rounded content, leadership and reasoning skills, and social-emotional learning, the four equal learning domains Each Child, Our Future recognizes as contributing to the success of the whole child.

AJHAE Educational Plan is based on the Ohio's Social Studies Standards K-8th grade which are organized by Strands, Themes, Topics and Content Statements.

STRANDS

The four disciplines within the Social Studies**:**

History: Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns, and themes in the history of Ohio, the United States, and the world.

Geography: Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.

Students use knowledge of perspectives, practices, and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Government: Students use knowledge of purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

They use knowledge of the rights and responsibilities of citizenship to examine and evaluate civic ideals and participate in community life and the American democratic system.

Economics: Students use economic reasoning skills and knowledge of major economic concepts as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

THEMES

A theme is the focus for a particular grade level or the descriptive narrative of a course syllabus.

TOPICS

The different aspects of content within a strand.

Geography example: Human Systems

CONTENT STATEMENTS

The essential knowledge students should learn at each grade or within each course.

SKILLS TOPIC DESCRIPTIONS:

K–8 Topics within Ohio's Learning Standards for Social Studies include civic literacy, financial and economic literacy, and global awareness. Skills such as problem-solving, communication, media literacy and leadership are further developed within the model curriculum.

STRAND	TOPIC	TOPIC DESCRIPTION
HISTORY	**Historical Thinking and Skills**	Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students' progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
GEOGRAPHY	**SPATIAL THINKING SKILLS**	Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.
GOVERNMENT	**CIVIC PARTICIPATION AND SKILLS**	Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise, and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
ECONOMICS	**ECONOMIC DECISION-MAKING AND SKILLS**	Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors, and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.
	FINANCIAL LITERACY	Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

GRADES TOPIC DESCRIPTIONS: K—8TH GRADE		
STRAND	**TOPIC**	**TOPIC DESCRIPTIONS**
HISTORY	**HISTORICAL THINKING AND SKILLS**	Historical thinking begins with a clear sense of time – past, present, and future – and becomes more precise as students' progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
	HERITAGE	Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.
	EARLY CIVILIZATIONS	The eight features of civilizations include: cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.
	FEUDALISM AND TRANSITION	Feudalism developed as a political system based on small local units controlled by lords bound by an oath of loyalty to a monarch. The decline of feudalism in Europe resulted from interaction between the Muslim world and European states. These interactions influenced the rise of new ideas and institutions.
	FIRST GLOBAL AGE	The transoceanic linking of all the major regions of the world led to economic, political, cultural, and religious transformations.
	COLONIZATION TO INDEPENDENCE	European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.

GRADES TOPIC DESCRIPTIONS: K—8TH GRADE (cont)		
STRAND	**TOPIC**	**TOPIC DESCRIPTIONS**
HISTORY	**A NEW NATION**	The United States shifted in governing philosophy from a loosely organized system characterized by strong state powers to a federal system.
	EXPANSION	The addition of new territories and economic and industrial development contributed to the growth of sectionalism in the United States.
	CIVIL WAR AND RECONSTRUCTION	Sectional differences divided the North and South prior to the American Civil War. Both the American Civil War and resulting period of Reconstruction had significant consequences for the nation.
GEOCRAPHY	**SPATIAL THINKING AND SKILLS**	Spatial thinking examines the relationships amongst people, places, and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored, and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret, and create maps and other geographic representations as tools of analysis.
	PLACES AND REGIONS	A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.
	HUMAN SYSTEMS	Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

GRADES TOPIC DESCRIPTIONS: K—8TH GRADE (cont)		
STRAND	**TOPIC**	**TOPIC DESCRIPTIONS**
GOVERNMENT	**CIVIC PARTICIPATION**	Civic participation embraces the ideal that an individual actively engages in his of her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise, and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
	RULES AND LAWS	Rules play an important role in guiding behavior and establishing order in families, classroom, and organizations. Laws are enacted by governments to perform similar functions.
	ROLES AND SYSTEMS OF GOVERNMENT	The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.

GRADES TOPIC DESCRIPTIONS: K—8TH GRADE (cont)		
STRAND	**TOPIC**	**TOPIC DESCRIPTIONS**
ECONOMICS	**ECONOMIC DECISION MAKING AND SKILLS**	Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors, and citizens. Economic decision-making and skills engage students in the practice of analyzing costs and benefits, collecting, and organizing economic evidence and proposing alternatives to economic problems.
	SCARCITY	There are not enough resources to produce all the goods and services that people desire.
	PRODUCTION AND CONSUPTION	Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.
	MARKETS	Markets exists when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods, and services.
	FINANCIAL LITERACY	Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

SEVENTH GRADE CURRICULUM

WORLD STUDIES FROM 750BC TO 1600 AD -- ANCIENT GREECE TO THE FIRST GLOBAL AGE

UNIT 1 ESSENTIAL SKILLS FOR WORLD STUDIES	UNIT 2 ANCIENT GREECE	UNIT 3 ANCIENT ROME
▪ History from a historical perspective ▪ Geography's influence on societal decisions	▪ Ancient Greece-A land tied to the sea ▪ The City-States of Athens and Sparta ▪ Elements of Greek Culture	▪ Rome's Boot-Shaped peninsula ▪ The Roman Republic ▪ The Roman Republic becomes an Empire ▪ The legacy of Rome
UNIT 4 **LIFE AFTER THE ROMAN EMPIRE**	**UNIT 5** **EMPIRES AND FEUDALISM IN EAST ASIA**	**UNIT 6** **ISLAMIC CIVILIZATION SPREADS**
▪ The fall of the Roman Empire ▪ The Byzantine Empire ▪ Geography of Western Europe Life in Medieval Europe	▪ Geography of East Asia ▪ China and Korea to the 1200's ▪ The Mongol Invasion of China and Korea ▪ China and Korea After the Mongols ▪ Feudalism in Japan ▪	▪ Geography of Southwest Asia and North Africa ▪ The spread of Islam ▪ The rise of the Ottoman Empire ▪ Islamic and European civilizations interact
UNIT 7 **A RENAISSANCE IN EUROPE**	**UNIT 8** **WEST AFRICAN KINGDOMS AND TRADE**	**UNIT 9** **EUROPEAN EXPLORATION**
▪ Decline of Feudalism ▪ The Renaissance ▪ A Renaissance in Science ▪ The protestant reformation	▪ Geography of West Africa ▪ West African Kingdoms ▪ The Trans-Saharan slave trade ▪ Trade and empires in Asia and Africa	▪ European exploration and imperialism ▪ Impact of European imperialism ▪ The Columbian exchange

SEVENTH GRADE CURRICULUM

WORLD STUDIES FROM 750BC TO 1600 AD:
ANCIENT GREECE TO THE FIRST GLOBAL AGE

VOCABULARY TO BE TAUGHT

ACROPOLIS AMPHITHEATER ANIMISM ANNUL AQUEDUCT ARCHAEOLOGIST ARCHIPELAGO ARISTOCRACY ARTIFACT ASSASSINATE ASSIMILATION ASTROLABE BARBARIAN BARTER BASILICA BENEFIT CAPITAL RESOURCES CASH CROP CASTING (ORE) CENSUS CHECKS AND BALANCES CIRCUMNAVIGATE CITY-STATE CLAN CLIMATE	COMMUNICABLE CONQUISTADOR CONSEQUENCE CONTEMPORARY CONVERT CORRUPT CORRUPTION COST COST-BENEFIT ANALYSIS CROSSROADS CULTURAL DIFFUSION DAIMYO DENOMINATION DESERT DIASPORA DICTATOR DIRECT DEMOCRACY DIVISION OF POWERS EPIC EROSION EVOLVE EXCOMMUNICATE FACILITATE FEUDALISM FIEF	FIXED DUED FRESCO GENERALIZATION GEOCENTRIC GEOGRAPHIC INFORMATION SYSTEMS (*GIS*) GEOGRAPHY GRAVITY GRECO-ROMAN GUILD HAJJ HEIR HELIOCENTRIC HELLENISTIC HERESY HISTORIC HISTORICAL NARRATIVE HUMANISM HUMAN RESOURCES IDEALIZED IMMUNITY IMPEDE IMPERIALISM INDIGENOUS INDULGENCES	INFLATION IN-KIND INTERDEPENDENCE ISOLATED KAMIKAZE LACQUERED LANDFORM LITERACY MANOR MANORIAL SYSTEM MARITIME MARKET MEDIEVAL MERCANTILIST SYSTEM MISSIONARIES MONARCHY MONETARY MYTH NATION-STATE NATURAL RESOURCES NATURALISTIC NAVIGATION NEPOTISM NOBLES NOMAD	NORMS OLIGARCHY ORBIT ORE PANDEMIC PAPACY PATHOGENS PATRICIAN PENINSULA PERSPECTIVE PHILOSOPHY PHYSICAL FEATURES PLAGUE PLEBEIAN POGROMS POLIS POLYTHEISTIC PRAETOR PRIMARY SOURCE PRODUCTIVE RESOURCES PROTECTORATE PROXIMITY PULLEY BLOCK QUADRANT REALISTIC	RECANT REFORM RENAISSANCE REPRESENTATIV EDEMOCRACY REPUBLIC SAMURAI SCIENTIFIC LAW SCIENTIFIC METHOD SECONDARY SOURCE SHOGUN SMELTING SPECIALIZATION STELE STRAIT SULTAN SUPPLANTED THEOCRACY TRIPARTITE VALUES VASSAL VULNERABLE

SEVENTH GRADE THEME:
WORLD STUDIES FROM 750 BC TO 1600 AD—ANCIENT GREECE TO THE FIRST GLOBAL AGE

The seventh-grade year is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic events are shaped by geographic, social, cultural, economic, and political factors. Students will develop their understanding of how ideas and events from the past have shaped the world today.

STRAND: HISTORY

TOPIC: HISTORICAL THINKING AND SKILLS

HISTORICAL THINKING BEGINS WITH A CLEAR SENSE OF TIME, PAST, PRESENT, AND FUTURE, AND BECOMES MORE PRECISE AS STUDENTS PROGESS. IT INCLUDES SKILLS SUCH AS: LOCATING, RESEARCHING, ANALYZING AND INTERPRETING PRIMARY AND SECONDARY SOURCES SO THAT STUDENTS CAN BEGIN TO UNDERSTAND THE RELATIONSHIPS AMONGST EVENTS AND DRAW CONCLUSIONS.

Content Statement

1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.

CONTENT ELABORATION

- Development of historical thinking concepts began in earlier grades by having students look at primary source documents to understand that multiple sources and perspectives are needed to build a historical narrative.
- Historians and archaeologists seek to provide an accurate account and assessment of a historical event. This requires them to avoid the influence of current norms and values in interpreting and evaluating the past. They generally attempt to describe events through the perspectives of those living at the time. As students examine a historian or archaeologist's interpretation of an event, students should look to see how they meet this standard.
- By having students critically evaluate diaries, letters, eyewitness accounts, archaeological artifacts, and architecture of particular moments in time, they develop an understanding that history is interpreted. They also become active participants in historical investigation.

EXPECTATIONS FOR LEARNING

- Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values.

EARLY CIVILIZATIONS	
Content Statement 2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art, and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.	
CONTENT ELABORATION ▪ The legacy of ancient Greece and Rome is embedded in Western culture. The ideas on governance and law were impacted by the concepts of citizenship and democracy that originated in Ancient Greece and Ancient Rome, as elaborated upon in Content Statement 17. ▪ The legacy of the ancient Greeks includes direct democracy, astrolabe, pulley block, wood screw, ore smelting and casting, literature (e.g., fables, myths, epics, drama, comedy, tragedy), architecture (e.g., rectangular temples with tall columns), philosophy, and the study of history. ▪ The legacy of the ancient Romans includes republic, Twelve Tables, checks and balances, tripartite government, civic duty, roads, basilicas, amphitheaters, aqueducts, arches, concrete, city/urban planning, frescoes, sculptures, and literature. ▪ The spread of Christianity was aided by the network of roads built by the Romans. Although Christians were persecuted for centuries by the Romans; it eventually became the official religion of the empire.	**EXPECTATIONS FOR LEARNING** • Cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations.

FEUDALISM AND TRANSITIONS

Content Statement

3. THE ROMAN EMPIRE COLLAPSED DUE TO VARIOUS INTERNAL AND EXTERNAL FACTORS (POLITICAL, SOCIAL AND ECONOMIC) WHICH LED TO THE DEVELOPMENT OF FEUDALISM AND THE MANORIAL SYSTEM IN THE REGION. THE FALL OF ROME AND LATER INVASIONS ALSO ALLOWED FOR THE CREATION OF NEW EMPIRES IN THE REGION.

CONTENT ELABORATION	EXPECTATIONS FOR LEARNING
▪ Rome weakened for many reasons, including but not limited to, the split between Western and Eastern Roman Empires, government corruption, civil war, lack of conquest, weakening military, shifting power from West to East, moral decline, and inflation. The decline of the Roman Empire in the West was hastened by Germanic invasions. ▪ The lack of central government in the West led to the development of feudal and manorial systems. Feudalism was the system by which medieval Europeans organized their power and governments. Vassals received land and protection from a lord when they worked and fought for him. It might be understood as a pyramid with the monarch presiding over a hierarchy of less important vassals. ▪ The manorial system was related to feudalism. It was an economic relationship between the peasants and lord. The peasants worked on land owned by the lord in return for fixed dues in kind, money, and services. The manorial system prevailed in many European countries. While the Western Empire fell, the Eastern Roman Empire became known as the Byzantine Empire and lasted until the mid-15th Century.	• DESCRIBE HOW INTERNAL AND EXTERNAL FACTORS HELPED TO BREAK UP THE ROMAN EMPIRE AND SET THE STAGE FOR THE DEVELOPMENT OF FEUDAL AND MANORIAL SYSTEMS.

Content Statement

4. THE MONGOLS CONQUERED MUCH OF ASIA WHICH LED TO UNIFIED STATES IN CHINA AND KOREA. MONGOL FAILURE TO CONQUER JAPAN ALLOWED A FEUDAL SYSTEM TO PERSIST.

CONTENT ELABORATION	EXPECTATIONS FOR LEARNING
▪ The Mongols conquered and united most of present-day China and Korea for approximately 80 years during the 13th and 14th centuries. The Yuan Dynasty strengthened trade in China by exporting porcelain and silk. ▪ Growing opposition to the rule of the foreigners led to the overthrow of the Mongols. Korea and China reverted to dynasties in their respective countries. The Mongols attempted to conquer Japan but were unsuccessful. Japan's system of feudalism persisted and, over time, led to an isolated society that continued to the 19th century.	• Explain how the Mongol conquests led to unified states in China and Korea. • EXPLAIN HOW THE MONGOL FAILURE TO CONQUER JAPAN ALLOWED A FEUDAL SYSTEM TO PERSIST.

FEUDALISM AND TRANSITIONS

Content Statement

5. ACHIEVEMENTS IN MEDICINE, SCIENCE, MATHEMATICS AND GEOGRAPHY BY THE ISLAMIC CIVILIZATION DOMINATED MOST OF THE MEDITERRANEAN AFTER THE DECLINE OF THE ROMAN EMPIRE. THESE ACHIEVEMENTS WERE INTRODUCED INTO WESTERN EUROPE AS A RESULT OF THE MUSLIM CONQUESTS, CRUSADES AND TRADE, INFLUENCING THE EUROPEAN RENAISSANCE.

CONTENT ELABORATION

- In grade six, students learned general knowledge about world religions, including Islam, as they relate to the overall culture of a region. At this level students focus on the impact of Islamic civilization as it spread throughout most of the Mediterranean in the period following the fall of Rome and its later impact on the European Renaissance.
- Muslims made contributions in medicine, science, math, art, and architecture. Navigational advancements, including the quadrant, served as tools for European explorers.
- Islamic achievements spread when Muslim rulers conquered most of the Middle East and parts of southern Europe, and from the trade that grew as a result of the Crusades. Islamic scholars preserved Classical texts and artifacts that influenced the Italian Renaissance.

EXPECTATIONS FOR LEARNING

- DESCRIBE ACHIEVEMENTS BY THE ISLAMIC CIVILIZATION AND HOW THESE ACHIEVEMENTS WERE INTRODUCED INTO WESTERN EUROPE.

Content Statement

6. THE DECLINE OF FEUDALISM, THE RISE OF NATION-STATES AND THE RENAISSANCE IN EUROPE INTRODUCED REVOLUTIONARY IDEAS, LEADING TO CULTURAL, SCIENTIFIC, AND SOCIAL CHANGES.

CONTENT ELABORATION

- The decline in feudalism occurred for many reasons including the rise of the middle class and the Bubonic Plague. With a change from the more decentralized governments of feudalism to a more powerful central government, nations arose. These nations had defined borders, a common culture, and a central government.
- Europe in the 14th through 17th centuries experienced a period in which a rebirth of Greco-Roman ideas impacted culture, science, and society. The Renaissance began in Italy and spread to other European countries. The social changes that took place during the Renaissance transformed every aspect of European society. The rebirth that took place was most evident in the arts, literature, and education. Painters and sculptors depicted naturalistic scenes and realistic details of individuals. Some experimented in the use of perspective. Many writers focused on ideas for reforming society. It also was a period in which conventional scientific theories were challenged. The revolutionary ideas relating to the study of Earth and its place in the universe placed those who espoused them in conflict with the Roman Catholic Church. These ideas were made more accessible by the advent of the printing press and increased literacy.

EXPECTATIONS FOR LEARNING

- ANALYZE HOW REVOLUTIONARY IDEAS INTRODUCED DURING THE RENAISSANCE IN EUROPE LED TO CULTURAL, SCIENTIFIC, AND SOCIAL CHANGES.

FEUDALISM AND TRANSITIONS	
Content Statement **7.** THE REFORMATION INTRODUCED CHANGES IN RELIGION INCLUDING THE EMERGENCE OF PROTESTANT FAITHS AND A DECLINE IN THE POLITICAL POWER AND SOCIAL INFLUENCE OF THE ROMAN CATHOLIC CHURCH.	
CONTENT ELABORATION ▪ The Reformation was an outgrowth of the Renaissance. It was a period in the 16th and 17th centuries that led to the decline in the political power and social influence of the Roman Catholic Church. ▪ The Reformation began in Germany and was an attempt to bring reform to some of the policies and doctrines of the Roman Catholic Church (e.g., use of indulgences, practice of nepotism). Reform efforts were met with resistance from the Roman Catholic Church and led to the creation of a new Protestant denomination (Lutheran). Soon, other Protestant denominations developed across Europe over different issues and under different circumstances (e.g., Anglican, Presbyterian, Anabaptists).	**EXPECTATIONS FOR LEARNING** • ANALYZE HOW THE RISE OF PROTESTANT FAITHS DURING THE REFORMATION RESULTED IN THE DECLINE OF THE POLITICAL POWER AND SOCIAL INFLUENCE OF THE ROMAN CATHOLIC CHURCH.

FIRST GLOBAL AGE	
Content Statement 8. EMPIRES IN AFRICA AND ASIA GREW AS COMMERCIAL AND CULTURAL CENTERS ALONG TRADE ROUTES.	
CONTENT ELABORATION ▪ Trade was central to the economic and cultural development of African kingdoms, such as Ghana, Mali, and Songhai. Their wealth was primarily from the gold they mined, which attracted traders from Europe and the Middle East. These traders brought goods (e.g., salt, tools, cloth) and introduced Islam to the West African empires. Timbuktu became a leading commercial and cultural setting. It attracted scholars from many places due to its long and rich history of learning in religion, mathematics, music, law, and literature. ▪ Important commercial and cultural centers also developed in Asia. The Byzantine empire flourished when it held the seat of the eastern Roman Empire and continued as an important trade center along the Silk Road. At its height, the Ottoman Empire encompassed much of North Africa, the Middle East, and parts of eastern Europe. ▪ The strong empire of the Mughals in northern India enabled art, architecture, and culture to flourish. The Khyber Pass served as an important trade route. ▪ China's great commercial and cultural centers grew as a result of its link to the western world through the Silk Road where culture and goods were exchanged.	**EXPECTATIONS FOR LEARNING** • DESCRIBE HOW EMPIRES IN AFRICA AND ASIA GREW AS COMMERCIAL AND CULTURAL CENTERS ALONG TRADE ROUTES.

FIRST GLOBAL AGE

Content Statement

9. THE ADVENT OF THE TRANS-SAHARAN SLAVE TRADE HAD PROFOUND EFFECTS ON BOTH WEST AND CENTRAL AFRICA AND THE RECEIVING SOCIETIES.

CONTENT ELABORATION	EXPECTATIONS FOR LEARNING
▪ Slavery existed in Africa long before the arrival of Europeans. Africans became slaves through debt or from being captured in warfare. For centuries, Africans were sold by their rulers to Arab traders who moved them across the Sahara to North Africa to sell in Mediterranean countries. Many Africans died during the transport across the desert. ▪ Unlike the Atlantic slave trade, this form of slavery was not race-based. Slaves were more like indentured servants and there was more assimilation of slaves into the culture of North Africa due to the large number of integrated marriages. Slaves generally served as servants or soldiers in contrast to the harsh conditions for slaves in the Americas. ▪ The trans-Saharan slave trade contributed to the development of powerful African states on the southern fringes of the Sahara and in the East African interior. Rulers who sold slaves grew wealthy. ▪ This content serves as a foundational understanding of the slave trade as students will study the trans-Atlantic slave trade in grade eight. The trans-Saharan slave trade in Africa contributed to the European rationale for the trans-Atlantic slave trade.	• DESCRIBE THE TRANS-SAHARAN SLAVE TRADE AND EXPLAIN THE EFFECTS ON BOTH WEST AND CENTRAL AFRICA AND THE RECEIVING SOCIETIES.

Content Statement

10. EUROPEAN ECONOMIC AND CULTURAL INFLUENCE DRAMATICALLY INCREASED THROUGH EXPLORATIONS, CONQUESTS, AND COLONIZATION.

CONTENT ELABORATION	EXPECTATIONS FOR LEARNING
▪ Imperialistic European powers gained new territories in the Americas, Africa, and Asia. Imperialism impacted the European economies as well as the territories they claimed. European powers gained new wealth from the resources they acquired through their explorations, conquests, and colonization. Their colonies also became markets for European products under the mercantilist system. ▪ The Europeans transformed the cultures of their new territories by establishing similar European governmental structures, converting the indigenous people to Christianity, and introducing their languages and technology. They also weakened and supplanted established cultures.	• Analyze the impact of European explorations, conquest, and colonization on indigenous people. • ANALYZE THE IMPACT OF EXPLORATIONS, CONQUESTS, AND COLONIZATION ON EUROPEAN NATIONS.

FIRST GLOBAL AGE

Content Statement

11. THE COLUMBIAN EXCHANGE (I.E., THE EXCHANGE OF FAUNA, FLORA, AND PATHOGENS) AMONG PREVIOUSLY UNCONNECTED PARTS OF THE WORLD RESHAPED SOCIETIES IN WAYS STILL EVIDENT TODAY.

CONTENT ELABORATION

- The Columbian exchange had a global impact culturally and biologically. The arrival of Columbus in the Americas set in motion the exchange of animals, plants and diseases between Europe, the Americas, and the rest of the world. Europeans introduced communicable diseases that ravaged the American Indian population. Diseases were also carried back to Europe, but with a less devastating impact than those brought to the Americas. The cultures in both continents adapted to these exchanges. The Columbian exchange impacted societies in ways still evident today.
- Specific examples of the Columbian exchange include:
  - animals native to Europe: horses, pigs, sheep, cattle, and honeybees
  - animals native to the Americas: turkeys
  - crops imported to the Americas: bananas, beans, citrus fruits, coffee, grapes, olives, rice, and sugar cane
  - crops exported from the Americas: cacao beans, maize/corn, potatoes, tomatoes, pineapples, pumpkins, peppers, and tobacco; and
  - communicable diseases: measles, smallpox.

EXPECTATIONS FOR LEARNING

- EXPLAIN HOW THE COLUMBIAN EXCHANGE RESHAPED PREVIOUSLY UNCONNECTED SOCIETIES IN WAYS STILL EVIDENT TODAY.

STRAND: GEOGRAPHY

TOPIC: SPATIAL THINKING AND SKILLS
EXAMINES THE RELATIONSHIPS AMONGST PEOPLE, PLACES AND ENVIRONMENTS BY MAPPING AND GRAPHING GEOGRAPHIC DATA.

Content Statement

12. Maps and other geographic representations can be used to trace the development of human settlement over time.

CONTENT ELABORATION	EXPECTATIONS FOR LEARNING
▪ Maps and other geographic representations such as aerial photographs, satellite-produced imagery and geographic information systems (GIS) can be used to trace the development of human settlement from the past to the present. ▪ These tools can be used to show the spatial relationships within and among regions and how these relationships have affected human settlement over time. For example, maps can be used to show trade routes and transportation networks between regions as well as changing political boundaries. Maps and other geographic representations can be used to illustrate how population density varies in relation to resources and type of land. ▪ This standard should be incorporated throughout the year.	• Demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present.

TOPIC: HUMAN SYSTEMS

Content Statement

13. Geographic factors promote or impede the movement of people, products, and ideas.

CONTENT ELABORATION

- Geographic factors can contribute to or impede the movement of people, products and ideas. This includes the ability to engage in trade and war, to explore and colonize new lands, to find new places for settlement, and to spread religion and frameworks for governing. This standard should be incorporated throughout the year.
- Geographic factors include:
  - Climate
  - bodies of water
  - mountains
  - deserts; and
  - proximity to natural resources.

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EXPECTATIONS FOR LEARNING

- Describe how geographic factors can promote or impede the movement of people, products and ideas

Content Statement

14. TRADE ROUTES CONNECTING AFRICA, EUROPE AND ASIA HELPED FOSTER THE SPREAD OF IDEAS, TECHNOLOGY, GOODS AND MAJOR WORLD RELIGIONS (BUDDHISM, CHRISTIANITY, HINDUISM, ISLAM, AND JUDAISM) THAT IMPACTED THE EASTERN HEMISPHERE.

CONTENT ELABORATION

- Trade routes connecting Africa, Asia and Europe not only provided an exchange of technology, but also helped spread religious ideas. Islam expanded as Muslim traders traveled along the Silk Road to Asia and along trade routes connected to African kingdoms. Christianity spread into Europe from the Middle East along the trade routes established by the Roman Empire, mainly through the network of roads built by the Romans. It also spread to China through the Silk Road, the major trade route connecting Europe and Asia. Traders from India spread Hinduism to southeast Asia (Indonesia). Judaism spread mostly because its followers were dispersed to areas controlled by the Roman Empire (Middle East, Europe, and North Africa). Buddhism spread throughout the eastern half of Asia through trade routes that evolved over time, including the Silk Road.
  - Technology includes glass and paper making, the invention of the magnetic compass, and gunpowder.
  - Goods include silk, gold, precious metals and stones, ivory, ornamental weapons, utensils, and textiles.

EXPECTATIONS FOR LEARNING

- EXPLAIN HOW TRADE ROUTES CONNECTING AFRICA, EUROPE, AND ASIA FOSTERED THE SPREAD OF TECHNOLOGY AND MAJOR WORLD RELIGIONS.

TOPIC: HUMAN SYSTEMS

Content Statement

15. Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.

CONTENT ELABORATION

- Cultural diffusion is the spread of the traits, ideas, and products of a culture. Diffusion has increased over time with improvements in transportation, communication, and technology.
    - Examples of cultural diffusion include:
        - the roads built by the Romans allowed for the spread of Christianity.
        - the invention of the astrolabe and magnetic compass plus improvements in shipbuilding allowed for the exploration of new lands.
        - the inventions of paper and the printing press both led to mass productions of maps, pamphlets, and books; and
        - the printing of the Bible hastened the Protestant Reformation.
- This standard should be incorporated throughout the year.

EXPECTATIONS FOR LEARNING

- Identify examples of improvements in transportation, communication, and technology and explain how they have facilitated cultural diffusion among peoples around the world.

STRAND: GOVERNMENT

TOPIC: CIVIC PARTICIPATION AND SKILLS	
Content Statement 16. Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.	
CONTENT ELABORATION ▪ Individuals and groups often hold differing perspectives on issues, both historic and contemporary. As students investigate issues, they should be challenged to understand the multiple perspectives that individuals and groups may have. This standard should be incorporated throughout the year. ▪ Create opportunities for students to make connections between modern vs historic perspectives. These connections can lead to opportunities for civic engagement. ▪ For example, the Magna Carta influenced the American colonists with their Declaration of Independence from Great Britain. It's influence today can be examined.	**EXPECTATIONS FOR LEARNING** • Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.

TOPIC: ROLES AND SYSTEMS OF GOVERNMENT	
Content Statement 17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.	
CONTENT ELABORATION ▪ The Athenian form of democracy invested power with its citizens, not an individual ruler. It was a direct form of democracy since all citizens participated. The Roman Republic expanded the Greek model of democracy. It was a representative government with elected officials, division of powers, and an emphasis on civic duty. The powers of the Roman government were divided among the Senate, the Consuls, and the Assemblies. Roman citizens had rights and were expected to vote, register for the census, and perform military service. Many governments today were influenced by the Greek and Roman models. ▪ Athenian citizens consisted of males over 18 with Athenian fathers. ▪ Roman citizens consisted of males with a parent who was a citizen, freed slaves, and other males who made a huge payment to the government. ▪ An example of the influence of the Greek and Roman models is the connection of the United States to the democratic ideals of Greece and the representative structure of Rome.	**EXPECTATIONS FOR LEARNING** • Describe how Greek democracy and the Roman Republic were radical departures from monarchy and theocracy. • Explain how Greek democracy and the Roman Republic influenced the structure and function of modern democratic governments.

TOPIC: ROLES AND SYSTEMS OF GOVERNMENT	
Content Statement 18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.	
CONTENT ELABORATION ▪ There were many causes of the decline of feudalism in Western Europe, including the impact of trade that developed as a result of the Crusades, the transition from a land-based economy to a money-based economy, the growth of towns and the increase in centralized governments. Kings began to consolidate power, lessening the power of nobles. This led to the rise of nation states. ▪ As monarchs of the other European nation states consolidated power, the lesser nobles of England limited the authority of their king by forcing him to sign the Magna Carta. Consequently, the power of English monarchs was not as absolute as their European counterparts. ▪ The Magna Carta led to the development of democratic principles that would eventually influence the Declaration of Independence and American Revolution.	**EXPECTATIONS FOR LEARNING** • Explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states.

STRAND: ECONOMICS

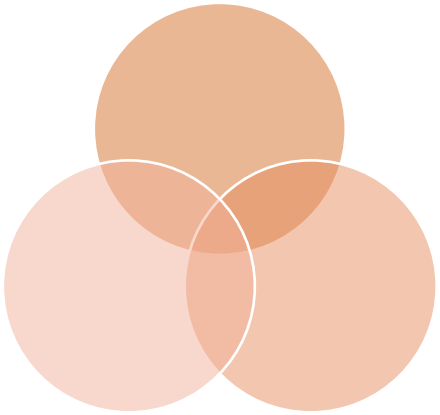
TOPIC: ECONOMIC DECISION MAKING AND SKILLS	
Content Statement 19. Individuals, governments, and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.	
CONTENT ELABORATION ▪ Economic decisions, whether they are made by individuals, governments, or businesses, are generally made by weighing the costs against the benefits. This decision-making process is referred to as cost-benefit analysis. This standard should be incorporated throughout the year. ▪ Historical examples can be found in decisions of early civilizations and countries to establish trade routes, engage in slave trade, explore, and colonize new lands.	**EXPECTATIONS FOR LEARNING** • Explain why individuals, governments and businesses must analyze costs and benefits when making economic decisions. • Describe how cost-benefit analysis of an action consists of short- and long-term consequences.

TOPIC: SCARCITY	
Content Statement 20. THE VARIABILITY IN THE DISTRIBUTION OF PRODUCTIVE RESOURCES IN THE VARIOUS REGIONS OF THE WORLD CONTRIBUTED TO SPECIALIZATION, TRADE AND INTERDEPENDENCE.	
CONTENT ELABORATION ▪ Productive resources are not distributed equally around the world. Productive resources are the resources used to make goods and services. The abundance or lack of resources in a region contributes to specialization and trade with other regions. Specialization is the concentration of production on fewer kinds of goods and services than are consumed. When regions and/or countries specialize, they trade to obtain goods and services they want but do not or cannot produce. As societies grew and trade expanded, interdependence increased. This standard should be incorporated throughout the year. ▪ Possible examples: The availability of productive resources such as tea and spices in Asia, tobacco, cotton, coffee, gold and silver in the Americas, and ivory, salt and gold in Africa, led these regions to specialize. They traded for goods they did not have and wanted. This exchange promoted global interdependence.	**EXPECTATIONS FOR LEARNING** • Explain how trade leads to specialization and interdependence. • ANALYZE HOW DISTRIBUTION OF RESOURCES LEADS TO SPECIALIZATION AND TRADE..

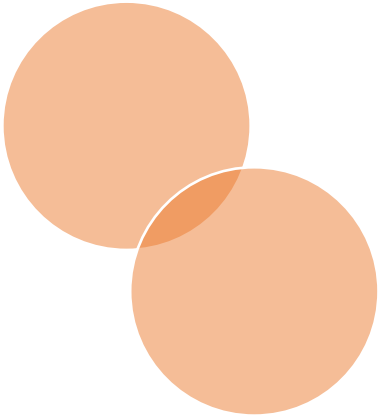
TOPIC: MARKETS	
Content Statement 21. THE GROWTH OF CITIES AND EMPIRES FOSTERED THE GROWTH OF MARKETS. MARKET EXCHANGES ENCOURAGED SPECIALIZATION AND THE TRANSITION FROM BARTER TO MONETARY ECONOMIES**.**	
CONTENT ELABORATION ▪ Markets grew with the development of cities and empires. The increased demand of goods and services by larger populations led to the growth of markets. ▪ Consequently, growth of markets encouraged specialization and advanced a more efficient system for the exchanges of goods and services. The barter system limited market exchanges, so standardized money-based systems were created.	**EXPECTATIONS FOR LEARNING** • Explain how the growth of cities and empires fostered the growth of markets. • DESCRIBE HOW MARKET EXCHANGES ENCOURAGED SPECIALIZATION AND THE TRANSITION FROM BARTER TO MONETARY ECONOMIES.

GENERAL CONCEPTS
GRAPHIC ORGANIZERS

VENN DIAGRAMS

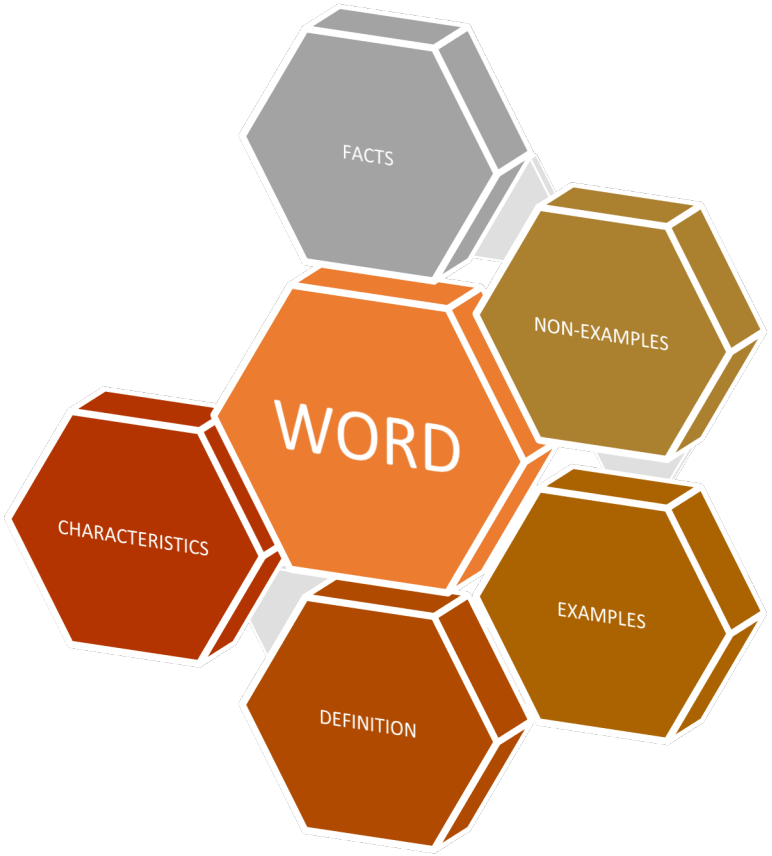


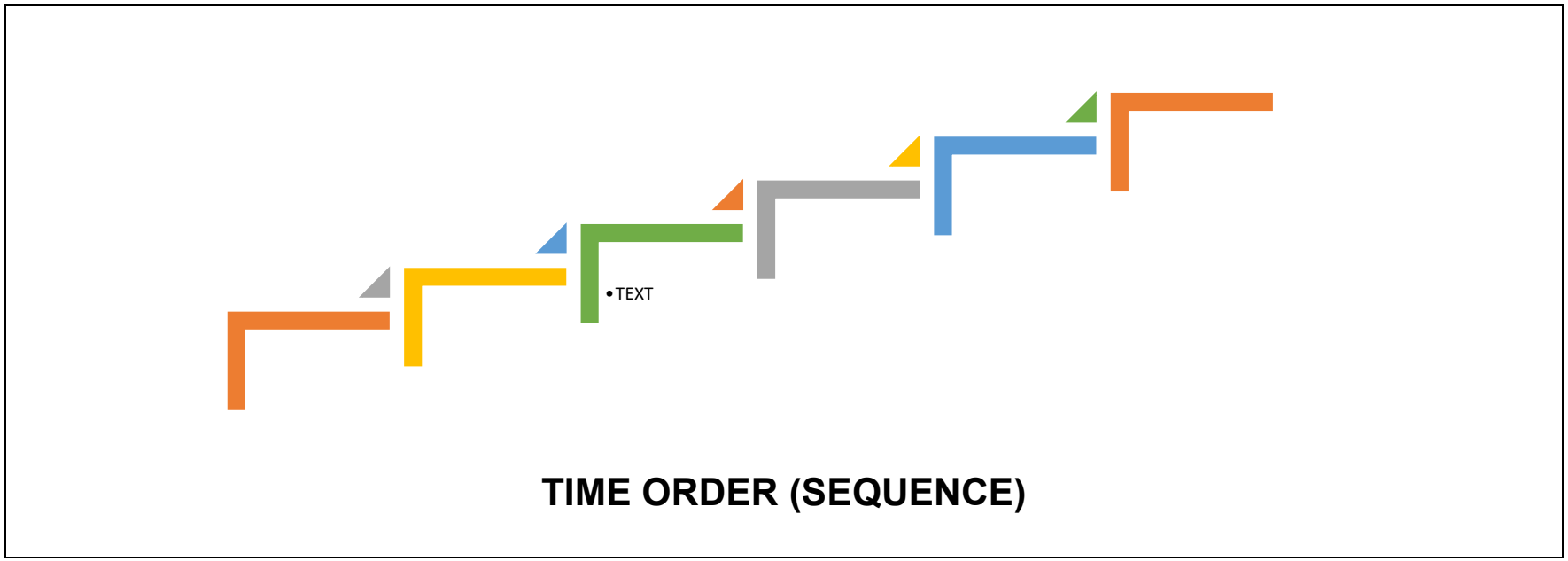
COMPARE AND CONTRAST

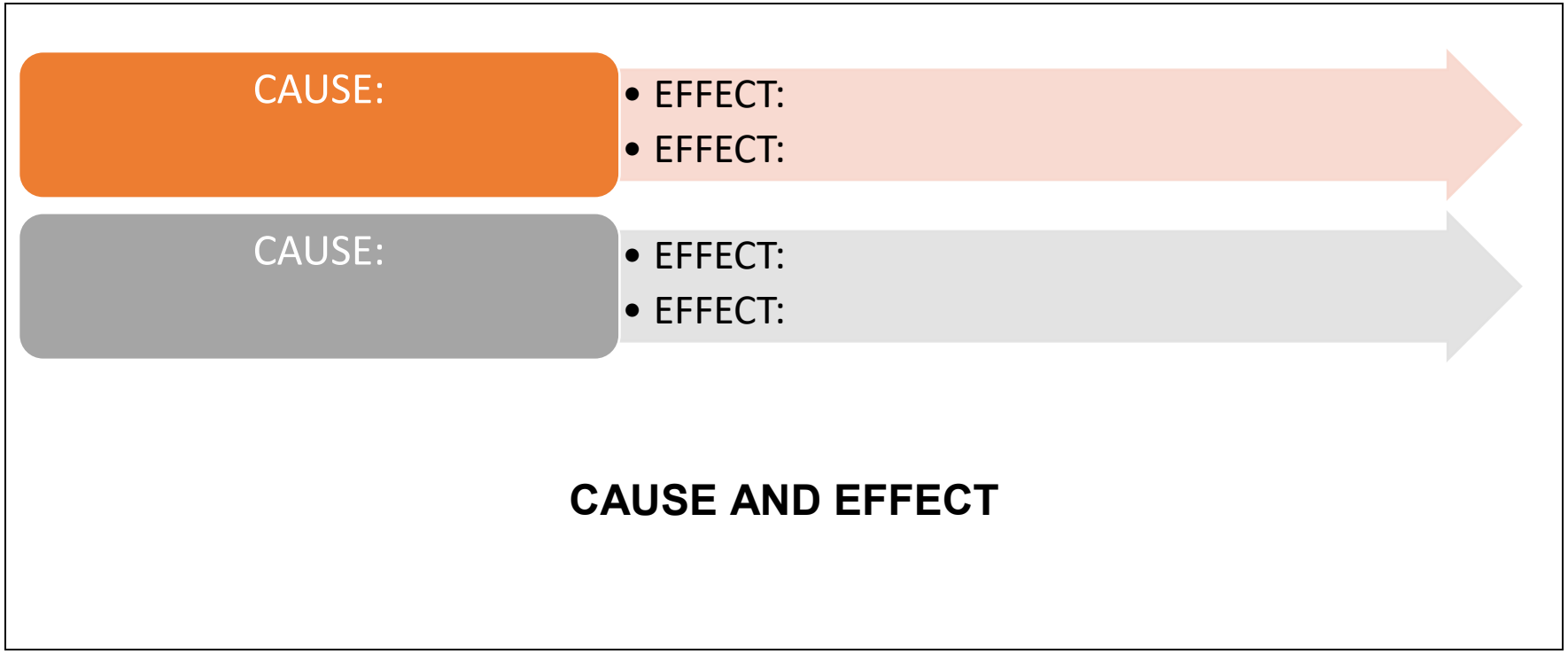


COMPARE AND CONTRAST

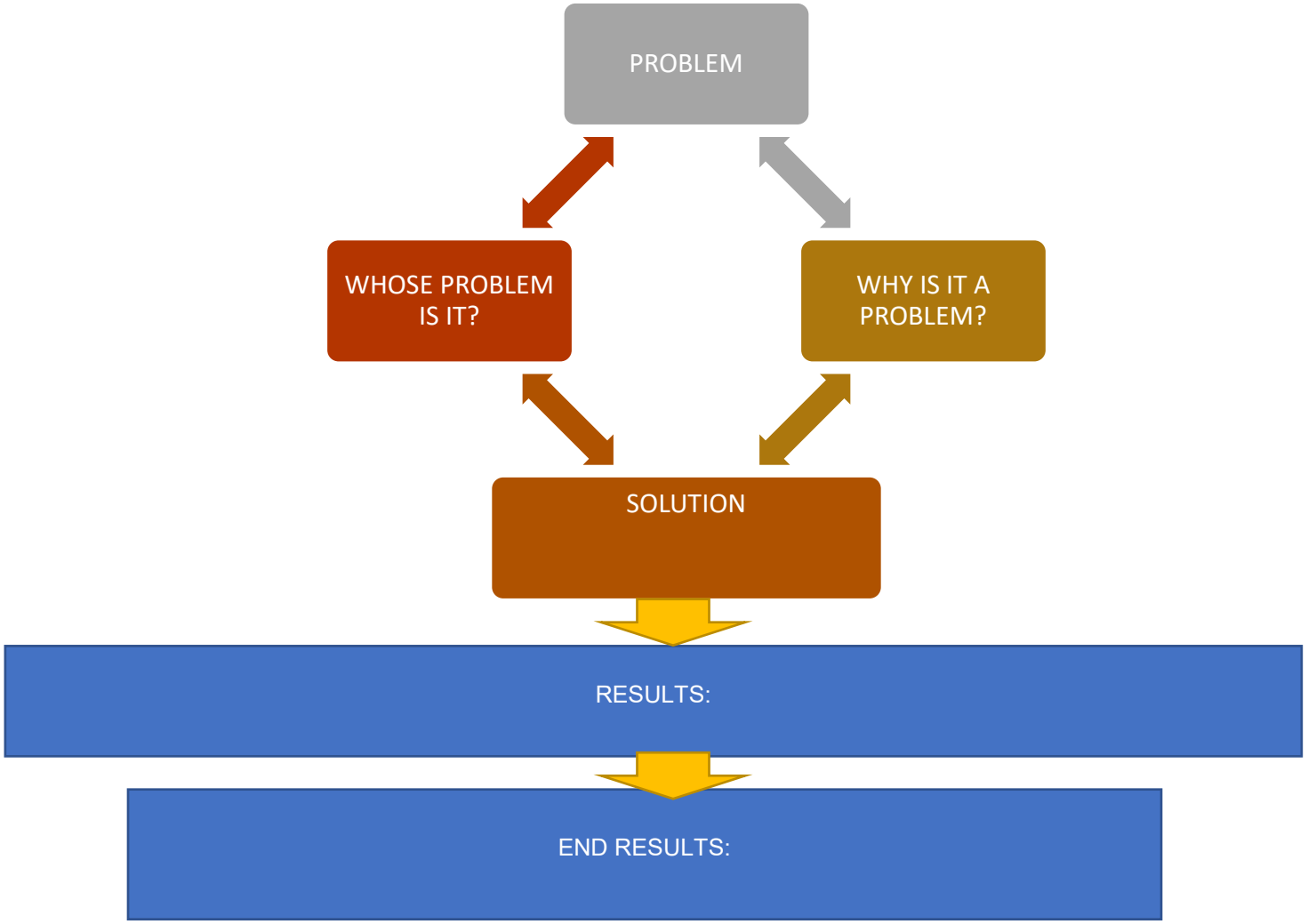
VOCABULARY WORD MAP




•TEXT
TIME ORDER (SEQUENCE)


CAUSE:
• EFFECT:
• EFFECT:
CAUSE:
• EFFECT:
• EFFECT:
CAUSE AND EFFECT

PROBLEM---SOLUTION---RESULTS



RECOMMENDED INSTRUCTIONAL RESOURCES	
GALLOPADE CURRICULUM—SEVENTH GRADE **(DESIGNED TO EMPOWER STUDENTS OF EVERY LEARNING STYLE ACHIEVE THEIR FULL ACADEMIC POTENTIAL).** **WORLD STUDIES FROM 750BC TO 1600 AD: ANCIENT GREECE TO THE FIRST GLOBAL AGE** ○ **UNIT 1: ESSENTIAL SKILLS FOR WORLD STUDIES** ○ **UNIT 2: ANCIENT GREECE** ○ **UNIT 3: ANCIENT ROME** ○ **UNIT 4: LIFE AFTER THE ROMAN EMPIRE** ○ **UNIT 5: EMPIRES AND FEUDALISM IN EAST ASIA** ○ **UNIT 6: ISLAMIC CIVILIZATION SPREADS** ○ **UNIT 7: A RENAISSANCE IN EUROPE** ○ **UNIT 8: WEST AFRICAN KINGDOMS AND TRADE** ○ **UNIT 9: EUROPEAN EXPLORATION**	**THE LEADER IN ME PROGRAM** **ELEMENTARY SCHOOL K-5TH GRADE** Establish a whole-child mindset with a belief that every child has genius and every student has the potential to become a leader. **THE LEADER IN ME PROGRAM** **MIDDLE SCHOOL 6TH-8TH GRADE** Create an environment of social-emotional learning that helps every student build confidence and discover their true potential.

AJHAE EDUCATIONAL COMMUNITY

Success in the twenty-first century requires the ability to make rational decisions both independently and collectively. These abilities are not innate but are nurtured and developed through intentionally and carefully planned experiences.

Students must have ample opportunities to practice social studies skills and concepts in multiple contexts.

The social studies are as basic for success as *reading, writing, mathematics, and science.*

If the young learners of this nation are to understand their roles and become effective participants in a democratic society, social studies must be an essential part of the elementary school curriculum.

At **AJHAE** we are committed to provide the time, resources, and professional development necessary to support exemplary social studies education. The democratic tradition of this country deserves an equal place in the elementary classroom. The founders of this country would expect nothing less.

Dr. Israel I. Koppisch
Assistant Superintendent

SCHOOL POLICY ON COLLEGE CREDIT PLUS PROGRAM

ABSTRACT

Ohio's College Credit Plus gives students in grades 7-12 the chance to earn high school and college credit simultaneously by taking courses at participating Ohio colleges or universities. Tuition is free when a student takes classes at a public college. There may be modest fees for private college credit. All public colleges and certain private colleges in Ohio are participating in this program. Ohio has never offered a better start on a college education to its youth. A College Credit Plus student enjoys the opportunity to pursue more challenging classes and explore college interests sooner. The participating student can earn anywhere from a few college credits to more than a year's worth while still in high school. College Credit Plus can reduce the child's time in college and greatly reduce your family's higher education costs.

2023-2024

ANN JERKINS HARRIS ACADEMY OF EXCELLENCE

SCHOOL POLICY ON COLLEGE CREDIT PLUS PROGRAM
APPROVED BY THE AJHAE GOVERNING AUTHORITY JUNE 17, 2023

College Credit Plus for Students & Families

Ohio's College Credit Plus can help students from 7-12 grades to earn college and high school credits at the same time by taking college courses from community colleges or universities. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students. Taking a college course from a public college or university, College Credit Plus is **free**. That means no cost for tuition, books, or fees if you attend public school in the state of Ohio. If you choose to attend a private college or are homeschooled, you may have limited costs.

Your high school may have an agreement with a local college for specific courses, however, you can choose to take College Credit Plus courses from any college that offers a course that would benefit your future. This could include online courses.

Once you find the university or college you would like to attended for College Credit Plus, you can go to their website and complete the application—each school has their own process and procedures; as well as their own requirements to enroll in College Credit Plus.

Parents, please note: "The subject matter of a course enrolled in under the college credit plus program may include mature subject matter or materials, including those of a graphic, explicit, violent, or sexual nature, that will not be modified based upon college credit plus enrollee participation regardless of where course instruction occurs."

As stated, College Credit Plus is **free for all public-school students who wish to attend a public Ohio university or college.** There may be fees for homeschooled students, or students that wish to attend a private university of college.

(A) A student enrolled in a public or nonpublic secondary school during the student's ninth, tenth, eleventh, or twelfth grade school year; a student enrolled in a nonchartered nonpublic secondary school in the student's ninth, tenth, eleventh, or twelfth grade school year; or a student who has been excused from the compulsory attendance law for the purpose of home instruction under section 3321.04 of the Revised Code and is the equivalent of a ninth, tenth, eleventh, or twelfth grade student, may apply to and enroll in a college under the college credit plus program.

(1) For a public secondary school student to participate in the program, all of the following criteria shall be met:

(a) The student or the student's parent shall inform the principal, or equivalent, of the student's school by the first day of April of the student's intent to participate in the program during the following school year. Any student who fails to provide the notification by the required date may not participate in the program during the following school year without the written consent of the principal, or equivalent. If a student seeks consent from the principal after failing to provide notification by the required date, the principal shall notify the department of education of the student's intent to participate within ten days of the date on which the student seeks consent. If the principal does not provide written consent, the student may appeal the principal's decision to the governing entity of the school, except for a student who is enrolled in a school district, who may appeal the decision to the district superintendent. Not later than thirty days after the notification of the appeal, the district superintendent or governing entity shall hear the appeal and shall decide to either grant or deny that student's participation in the program. The decision of the district superintendent or governing entity shall be final.

(b) The student shall:

(i) Apply to a public or a participating private college, or an eligible out-of-state college participating in the program, in accordance with the college's established procedures for admission, pursuant to section 3365.05 of the Revised Code;

(ii) As a condition of eligibility, satisfy one of the following criteria:

(I) Be remediation-free, in accordance with one of the assessments established under division (F) of section 3345.061 of the Revised Code;

(II) Meet an alternative remediation-free eligibility option, as defined by the chancellor of higher education, in consultation with the superintendent of public instruction, in rules adopted under this section;

(III) Have participated in the program prior to the effective date of this amendment and qualified to participate in the program by scoring within one standard error of measurement below the remediation-free threshold for one of the assessments established under division (F) of section 3345.061 of the Revised Code and satisfying one of the conditions specified under division (A)(1)(b)(ii)(I) or (II) of this section as those divisions existed prior to the effective date of this amendment .

(iii) Meet the college's and relevant academic program's established standards for admission, enrollment, and course placement, including course-specific capacity limitations, pursuant to section 3365.05 of the Revised Code.

(c) The student shall elect at the time of enrollment to participate under either division (A) or (B) of section 3365.06 of the Revised Code for each course under the program.

(d) The student and the student's parent shall sign a form, provided by the school, stating that they have received the counseling required under division (B) of section 3365.04 of the Revised Code and that they understand the responsibilities they must assume in the program.

(2) In order for a nonpublic secondary school student, a nonchartered nonpublic secondary school student, or a home-instructed student to participate in the program, both of the following criteria shall be met:

(a) The student shall meet the criteria in divisions (A)(1)(b) and (c) of this section.

(b)(i) If the student is enrolled in a nonpublic secondary school, that student shall send to the department of education a copy of the student's acceptance from a college and an application. The application shall be made on forms provided by the state board of education and shall include information about the student's proposed participation, including the school year in which the student wishes to participate; and the semesters or terms the student wishes to enroll during such year. The department shall mark each application with the date and time of receipt.

(ii) If the student is enrolled in a nonchartered nonpublic secondary school or is home-instructed, the parent or guardian of that student shall notify the department by the first day of April prior to the school year in which the student wishes to participate.

(B) Except as provided for in division (C) of this section and in sections 3365.031 and 3365.032 of the Revised Code:

(1) No public secondary school shall prohibit a student enrolled in that school from participating in the program if that student meets all of the criteria in division (A)(1) of this section.

(2) No participating nonpublic secondary school shall prohibit a student enrolled in that school from participating in the program if the student meets all of the criteria in division (A)(2) of this section and, if the student is enrolled under division (B) of section 3365.06 of the Revised Code, the student is awarded funding from the department in accordance with rules adopted by the chancellor, in consultation with the superintendent of public instruction, pursuant to section 3365.071 of the Revised Code.

(C) For purposes of this section, during the period of an expulsion imposed by a public secondary school, a student is ineligible to apply to enroll in a college under this section, unless the student is admitted to another public secondary or participating nonpublic secondary school. If a student is enrolled in a college under this section at the time the student is expelled, the student's status for the remainder of the college term in which the expulsion is imposed shall be determined under section 3365.032 of the Revised Code.

(D) Upon a student's graduation from high school, participation in the college credit plus program shall not affect the student's eligibility at any public college for scholarships or for other benefits or opportunities that are available to first-time college students and are awarded by that college, regardless of the number of credit hours that the student completed under the program.

(E) The college to which a student applies to participate under this section shall pay for one assessment used to determine that student's eligibility under this section. However, notwithstanding anything to the contrary in Chapter 3365. of the Revised Code, any additional assessments used to determine the student's eligibility shall be the financial responsibility of the student.

Section 3365.035 | Course mature subject matter disclaimer.

(A) As used in this section, "mature subject matter" means any course subject matter or material of a graphic, explicit, violent, or sexual nature.

(B) The department of education and the department of higher education shall jointly develop a permission slip regarding the potential for mature subject matter in a course taken through the college credit plus program. The departments shall post the permission slip in a prominent place on their college credit plus program web sites.

(C) For a student enrolled in a public, chartered nonpublic, or nonchartered nonpublic school or a home-instructed student to enroll in any college course under the college credit plus program, the parent of the student and the student shall sign and include the permission slip described in division (B) of this section within the student's application to the public college, participating private college, or eligible out-of-state college in which the student wishes to enroll.

(D) Each public and participating private college and eligible out-of-state college participating in the program, upon admitting a student under the program, shall include in the college's enrollment materials the following:

(1) A questionnaire for students, developed by the college, to answer in the affirmative acknowledging that the student possesses the necessary social and emotional maturity and is ready to accept the responsibility and independence that a college classroom demands and to resubmit to the college;

(2) Guidance on reviewing any course materials available prior to enrolling in a course;

(3) Information about the college's and the program's policies on withdrawing from or dropping a course;

(4) Information about the student's right to speak with the student's high school counselor or with the academic advisor assigned to the student as prescribed in division (F) of section 3365.05 of the Revised Code.

(E) Each public and participating private college and eligible out-of-state college participating in the program shall include a discussion at student orientation about the potential for mature subject matter in courses taken through the program.

(F) The department of education, the department of higher education, and each public and participating private college and eligible out-of-state college participating in the program shall post in a prominent place on their college credit plus program web sites the following disclaimer:

"The subject matter of a course enrolled in under the college credit plus program may include mature subject matter or materials, including those of a graphic, explicit, violent, or sexual nature, that will not be modified based upon college credit plus enrollee participation regardless of where course instruction occurs."

Section 3365.04 | Information regarding and promotion of the program.

Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program:

(A) Provide information about the program prior to the first day of February of each year to all students enrolled in grades six through eleven;

(B) Provide counseling services to students in grades six through eleven and to their parents before the students participate in the program under this chapter to ensure that students and parents are fully aware of the possible consequences and benefits of participation. Counseling information shall include:

(1) Program eligibility;

(2) The process for granting academic credits;

(3) Any necessary financial arrangements for tuition, textbooks, and fees;

(4) Criteria for any transportation aid;

(5) Available support services;

(6) Scheduling;

(7) Communicating the possible consequences and benefits of participation, including all of the following:

(a) The consequences of failing or not completing a course under the program, including the effect on the student's ability to complete the secondary school's graduation requirements;

(b) The effect of the grade attained in a course under the program being included in the student's grade point average, as applicable;

(c) The benefits to the student for successfully completing a course under the program, including the ability to reduce the overall costs of, and the amount of time required for, a college education.

(8) The academic and social responsibilities of students and parents under the program;

(9) Information about and encouragement to use the counseling services of the college in which the student intends to enroll;

(10) The standard packet of information for the program developed by the chancellor of higher education pursuant to section 3365.15 of the Revised Code;

For a participating nonpublic secondary school, counseling information shall also include an explanation that funding may be limited and that not all students who wish to participate may be able to do so.

(11) Information about the potential for mature subject matter, as defined in section 3365.035 of the Revised Code, in courses in which the student intends to enroll through the program and notification that courses will not be modified based upon program enrollee participation regardless of where course instruction occurs. The information shall include the permission slip described in division (B) of section 3365.035 of the Revised Code.

(C) Promote the program on the school's web site, including the details of the school's current agreements with partnering colleges;

(D) Schedule at least one informational session per school year to allow each participating college that is located within thirty miles of the school to meet with interested students and parents. The session shall include the benefits and consequences of participation and shall outline any changes or additions to the requirements of the program. If there are no participating colleges located within thirty miles of the school, the school shall coordinate with the closest participating college to offer an informational session.

For the purposes of division (D) of this section, "participating college" shall include both of the following:

(1) A partnering college;

(2) Any public college, private college, or eligible out-of-state college to which both of the following apply:

(a) The college participates in the college credit plus program.

(b) The college submits to the public or participating nonpublic secondary school a request to attend an informational session.

(E) Implement a policy for the awarding of grades and the calculation of class standing for courses taken under division (A)(2) or (B) of section 3365.06 of the Revised Code. The policy adopted under this division shall be equivalent to the school's policy for courses taken under the advanced standing programs described in divisions (A)(2) and (3) of section 3313.6013 of the Revised Code or for other courses designated as honors courses by the school. If the policy includes awarding a weighted grade or enhancing a student's class standing for these courses, the policy adopted under this section shall also provide for these procedures to be applied to courses taken under the college credit plus program.

(F) Develop model course pathways, pursuant to section 3365.13 of the Revised Code, and publish the course pathways among the school's official list of course offerings for the program.

(G) Annually collect, report, and track specified data related to the program according to data reporting guidelines adopted by the chancellor and the superintendent of public instruction pursuant to section 3365.15 of the Revised Code.

Section 3365.06 | Enrollment options.

The rules adopted under section 3365.02 of the Revised Code shall provide for participants to enroll in courses under either of the options prescribed by division (A) or (B) of this section.

(A) The participant may elect at the time of enrollment to be responsible for payment of all tuition and the cost of all textbooks, materials, and fees associated with the course. The college shall notify the participant about payment of tuition and fees in the customary manner followed by the college. A participant electing this option also shall elect, at the time of enrollment, whether to receive only college credit or high school credit and college credit for the course.

(1) The participant may elect to receive only college credit for the course. Except as provided in section 3365.032 of the Revised Code, if the participant successfully completes the course, the college shall award the participant full credit for the course, but the governing entity of a public secondary school or the governing body of a participating nonpublic secondary school shall not award the high school credit.
(2) The participant may elect to receive both high school credit and college credit for the course. Except as provided in section 3365.032 of the Revised Code, if the participant successfully completes the course, the college shall award the participant full credit for the course and the governing entity of a public school or the governing body of a participating nonpublic school shall award the participant high school credit.

(B) If a course is eligible for funding under rules adopted pursuant to division (C)(1) of this section, the participant may elect at the time of enrollment for the course to have the college reimbursed under section 3365.07 of the Revised Code. Except as provided in section 3365.032 of the Revised Code, if the participant successfully completes the course, the college shall award the participant full credit for the course and the governing entity of a public school or the governing body of a participating nonpublic school shall award the participant high school credit. If the participant elects to have the college reimbursed under this division, the department shall reimburse the college for the number of enrolled credit hours in accordance with section 3365.07 of the Revised Code.

(C)(1) The chancellor of higher education, in consultation with the superintendent of public instruction, shall adopt rules specifying which courses are eligible for funding under section 3365.07 of the Revised Code.
The rules shall address at least the following:

(a) Whether courses must be taken in a specified sequence;

(b) Whether to restrict funding and limit eligibility to certain types of courses, including (i) courses that are included in the statewide articulation and transfer system, established by the chancellor pursuant to section 3333.161 of the Revised Code; (ii) courses that may be applied to multiple degree pathways or are applicable to in-demand jobs; or (iii) other types of courses;
(c) Whether courses with private instruction, as defined by the chancellor, are eligible for funding.

The rules also shall specify the school year for which implementation of the rules adopted pursuant to this division shall first apply.

(2) In developing the rules, the chancellor, in consultation with the state superintendent, shall establish a process to receive input from public and nonpublic secondary schools, public and private colleges, and other interested parties.

(D) When determining a school district's enrollment under section 3317.03 of the Revised Code, the time a participant is attending courses under division (A) of this section shall be considered as time the participant is not attending or enrolled in school anywhere, and the time a participant is attending courses under division (B) of this section shall be considered as time the participant is attending or enrolled in the district's schools.

The department of education shall calculate and pay state funds to colleges for participants in the college credit plus program under division (B) of section 3365.06 of the Revised Code pursuant to this section. For a nonpublic secondary school participant, a nonchartered nonpublic secondary school participant, or a home-instructed participant, the department shall pay state funds pursuant to this section only if that participant is awarded funding according to rules adopted by the chancellor of higher education, in consultation with the superintendent of public instruction, pursuant to section 3365.071 of the Revised Code. The program shall be the sole mechanism by which state funds are paid to colleges for students to earn transcripted credit for college courses while enrolled in both a secondary school and a college, with the exception of state funds paid to colleges according to an agreement described in division (A)(1) of section 3365.02 of the Revised Code.

(A) For each public or nonpublic secondary school participant enrolled in a public college:

(1) If no agreement has been entered into under division (A)(2) of this section, both of the following shall apply:

(a) The department shall pay to the college the applicable amount as follows:

(i) For a participant enrolled in a college course delivered on the college campus, at another location operated by the college, or online, the lesser of the default ceiling amount or the college's standard rate;

(ii) For a participant enrolled in a college course delivered at the participant's secondary school but taught by college faculty, the lesser of fifty per cent of the default ceiling amount or the college's standard rate;

(iii) For a participant enrolled in a college course delivered at the participant's secondary school and taught by a high school teacher who has met the credential requirements established for purposes of the program in rules adopted by the chancellor, the default floor amount.

(b) The participant's secondary school shall pay for textbooks, and the college shall waive payment of all other fees related to participation in the program.

(2) The governing entity of a participant's secondary school and the college may enter into an agreement to establish an alternative payment structure for tuition, textbooks, and fees. Under such an agreement, payments for each participant made by the department shall be not less than the default floor amount, unless approved by the chancellor, and not more than either the default ceiling amount or the college's standard rate, whichever is less. The chancellor may approve an agreement that includes a payment below the default floor amount, as long as the provisions of the agreement comply with all other requirements of this chapter to ensure program quality. If no agreement is entered into under division (A)(2) of this section, both of the following shall apply:

(a) The department shall pay to the college the applicable default amounts prescribed by division (A)(1)(a) of this section, depending upon the method of delivery and instruction.

(b) In accordance with division (A)(1)(b) of this section, the participant's secondary school shall pay for textbooks, and the college shall waive payment of all other fees related to participation in the program.

(3) No participant that is enrolled in a public college shall be charged for any tuition, textbooks, or other fees related to participation in the program.

(B) For each public secondary school participant enrolled in a private college:

(1) If no agreement has been entered into under division (B)(2) of this section, the department shall pay to the college the applicable amount calculated in the same manner as in division (A)(1)(a) of this section.

(2) The governing entity of a participant's secondary school and the college may enter into an agreement to establish an alternative payment structure for tuition, textbooks, and fees. Under such an agreement, payments shall be not less than the default floor amount, unless approved by the chancellor, and not more than either the default ceiling amount or the college's standard rate, whichever is less.

If an agreement is entered into under division (B)(2) of this section, both of the following shall apply:

(a) The department shall make a payment to the college for each participant that is equal to the default floor amount, unless approved by the chancellor to pay an amount below the default floor amount. The chancellor may approve an agreement that includes a payment below the default floor amount, as long as the provisions of the agreement comply with all other requirements of this chapter to ensure program quality.

(b) Payment for costs for the participant that exceed the amount paid by the department pursuant to division (B)(2)(a) of this section shall be negotiated by the school and the college. The agreement may include a stipulation permitting the charging of a participant.

However, under no circumstances shall:

(i) Payments for a participant made by the department under division (B)(2) of this section exceed the lesser of the default ceiling amount or the college's standard rate;

(ii) The amount charged to a participant under division (B)(2) of this section exceed the difference between the maximum per participant charge amount and the default floor amount;

(iii) The sum of the payments made by the department for a participant and the amount charged to that participant under division (B)(2) of this section exceed the following amounts, as applicable:

(I) For a participant enrolled in a college course delivered on the college campus, at another location operated by the college, or online, the maximum per participant charge amount;

(II) For a participant enrolled in a college course delivered at the participant's secondary school but taught by college faculty, one hundred twenty-five dollars;

(III) For a participant enrolled in a college course delivered at the participant's secondary school and taught by a high school teacher who has met the credential requirements established for purposes of the program in rules adopted by the chancellor, one hundred dollars.

(iv) A participant that is identified as economically disadvantaged according to rules adopted by the department be charged under division (B)(2) of this section for any tuition, textbooks, or other fees related to participation in the program.

(C) For each nonpublic secondary school participant enrolled in a private or eligible out-of-state college, the department shall pay to the college the applicable amount calculated in the same manner as in division (A)(1)(a) of this section. Payment for costs for the participant that exceed the amount paid by the department shall be negotiated by the governing body of the nonpublic secondary school and the college. However, under no circumstances shall:

(1) The payments for a participant made by the department under this division exceed the lesser of the default ceiling amount or the college's standard rate.

(2) Any nonpublic secondary school participant, who is enrolled in that secondary school with a scholarship awarded under either the educational choice scholarship pilot program, as prescribed by sections 3310.01 to 3310.17, or the pilot project scholarship program, as prescribed by sections 3313.974 to 3313.979 of the Revised Code, and who qualifies as a low-income student under either of those programs, be charged for any tuition, textbooks, or other fees related to participation in the college credit plus program.

(D) For each nonchartered nonpublic secondary school participant and each home-instructed participant enrolled in a public, private, or eligible out-of-state college, the department shall pay to the college the lesser of the default ceiling amount or the college's standard rate, if that participant is enrolled in a college course delivered on the college campus, at another location operated by the college, or online.

(E) Not later than thirty days after the end of each term, each college expecting to receive payment for the costs of a participant under this section shall notify the department of the number of enrolled credit hours for each participant.

(F) The department shall make the applicable payments under this section to each college, which provided proper notification to the department under division (E) of this section, for the number of enrolled credit hours for participants enrolled in the college under division (B) of section 3365.06 of the Revised Code. Except in cases involving incomplete participant information or a dispute of participant information, payments shall be made by the last day of January for participants who were enrolled during the fall term and by the last day of July for participants who were enrolled during the spring term. The department shall not make any payments to a college under this section if a participant withdrew from a course prior to the date on which a withdrawal from the course would have negatively affected the participant's transcripted grade, as prescribed by the college's established withdrawal policy.

(1) Payments made for public secondary school participants under this section shall be deducted as follows:

(a) For a participant enrolled in a school district, from the school foundation payments made to the participant's school district. If the participant is enrolled in a joint vocational school district, a portion of the amount shall be deducted from the payments to the joint vocational school district and a portion shall be deducted from the payments to the participant's city, local, or exempted village school district in accordance with the full-time equivalency of the student's enrollment in each district.

(b) For a participant enrolled in a community school established under Chapter 3314. of the Revised Code, from the payments made to that school under section 3317.022 of the Revised Code;

(c) For a participant enrolled in a STEM school, from the payments made to that school under section 3317.022 of the Revised Code;

(d) For a participant enrolled in a college-preparatory boarding school, from the payments made to that school under section 3328.34 of the Revised Code;

(e) For a participant enrolled in the state school for the deaf or the state school for the blind, from the amount paid to that school with funds appropriated by the general assembly for support of that school;

(f) For a participant enrolled in an institution operated by the department of youth services, from the amount paid to that institution with funds appropriated by the general assembly for support of that institution.

Amounts deducted under divisions (F)(1)(a) to (f) of this section shall be calculated in accordance with rules adopted by the chancellor, in consultation with the state superintendent, pursuant to division (B) of section 3365.071 of the Revised Code.

(2) Payments made for nonpublic secondary school participants, nonchartered nonpublic secondary school participants, and home-instructed participants under this section shall be deducted from moneys appropriated by the general assembly for such purpose. Payments shall be allocated and distributed in accordance with rules adopted by the chancellor, in consultation with the state superintendent, pursuant to division (A) of section 3365.071 of the Revised Code.

(G) Any public college that enrolls a student under division (B) of section 3365.06 of the Revised Code may include that student in the calculation used to determine its state share of instruction funds appropriated to the department of higher education by the general assembly.

Steps for Nonpublic School Students to Apply for College Credit Plus

The deadline is April 1 for nonpublic school students to apply for College Credit Plus funds for next school year, so time is critical.

STEP 1 - LEARN MORE ABOUT COLLEGE CREDIT PLUS AND COMPLETE YOUR SCHOOL COUNSELING REQUIREMENT

Review frequently asked questions about College Credit Plus here.

- If you still have questions, contact the Ohio Department of Education toll-free at (877) 644-6338 or via email at ccp@education.ohio.gov.

Complete the School Counseling Requirement before **the college term begins.**

- Contact your student's school counselor for this information.

Parents, please note: "The subject matter of a course enrolled in under the college credit plus program may include mature subject matter or materials, including those of a graphic, explicit, violent, or sexual nature, that will not be modified based upon college credit plus enrollee participation regardless of where course instruction occurs."

STEP 2 - APPLY TO THE COLLEGE

- Contact or check the websites of participating colleges in your area. All public and participating private colleges in the state are listed at www.ohiohighered.org/ccp.
- Apply to the college or colleges of your choice. Once admitted to a college under College Credit Plus, the college will send your student an admission letter. Upload a copy of the admission letter to your College Credit Plus Funding Application. If your student gets an admission letter from more than one college, you must upload each college's admission letter. **(See Step 3.)**

STEP 3 - SUBMIT YOUR COLLEGE CREDIT PLUS FUNDING APPLICATION

- All parents are required to establish an OH|ID account before they can apply for funding. Although, you can create an account at any time, please apply early as **it may take a few days to process the account**. Summer classes are also an option. These sessions can start as early as May, so don't delay in establishing your OH|ID account. Here's a step-by-step guide on how to create an OH|ID account and Department of Education Profile
- Anytime between **Feb. 1 - April 1 at 5:00 pm**, you can log in to your OH|ID Account and apply for College Credit Plus funding to cover your child's tuition costs. Here is a link to the College Credit Plus Funding Application Manual and additional resources.

STEP 4 - RECEIVE YOUR AWARD LETTER AND REGISTER FOR COLLEGE CLASSES

- You will receive your funding award notification within your College Credit Plus Funding Application located in your OH|ID Account before **May 5**.
- Once you receive your award notification, you can have your child register for college courses.

Section 3365.01 | College Credit Plus program definitions.

As used in this chapter:

(A) "Articulated credit" means post-secondary credit that is reflected on the official record of a student at an institution of higher education only upon enrollment at that institution after graduation from a secondary school.

(B) "Default ceiling amount" means one of the following amounts, whichever is applicable:

(1) For a participant enrolled in a college operating on a semester schedule, the amount calculated according to the following formula:

((0.83 X formula amount) / 30)

X number of enrolled credit hours

(2) For a participant enrolled in a college operating on a quarter schedule, the amount calculated according to the following formula:

((0.83 X formula amount) / 45)
X number of enrolled credit hours

(C) "Default floor amount" means twenty-five per cent of the default ceiling amount.

(D) "Eligible out-of-state college" means any institution of higher education that is located outside of Ohio and is approved by the chancellor of higher education to participate in the college credit plus program.

(E) "Fee" means any course-related fee and any other fee imposed by the college, but not included in tuition, for participation in the program established by this chapter.

(F) "Formula amount" means $6,020.

(G) "Governing entity" means any of the following:

(1) A board of education of a school district;

(2) A governing authority of a community school established under Chapter 3314. of the Revised Code;

(3) A governing body of a STEM school established under Chapter 3326. of the Revised Code;

(4) A board of trustees of a college-preparatory boarding school established under Chapter 3328. of the Revised Code;

(5) When referring to the state school for the deaf or the state school for the blind, the state board of education;

(6) When referring to an institution operated by the department of youth services, the superintendent of that institution.

(H) "Home-instructed participant" means a student who has been excused from the compulsory attendance law for the purpose of home instruction under section 3321.04 of the Revised Code, and is participating in the program established by this chapter.
(I) "Maximum per participant charge amount" means one of the following amounts, whichever is applicable:

(1) For a participant enrolled in a college operating on a semester schedule, the amount calculated according to the following formula:

((formula amount / 30)
X number of enrolled credit hours)

(2) For a participant enrolled in a college operating on a quarter schedule, the amount calculated according to the following formula:

((formula amount / 45)
X number of enrolled credit hours)
\

(J) "Nonpublic secondary school" means a chartered school for which minimum standards are prescribed by the state board of education pursuant to division (D) of section 3301.07 of the Revised Code.

(K) "Number of enrolled credit hours" means the number of credit hours for a course in which a participant is enrolled during the previous term after the date on which a withdrawal from a course would have negatively affected the participant's transcripted grade, as prescribed by the college's established withdrawal policy.

(L) "Parent" has the same meaning as in section 3313.64 of the Revised Code.

(M) "Participant" means any student enrolled in a college under the program established by this chapter.

(N) "Partnering college" means a college with which a public or nonpublic secondary school has entered into an agreement in order to offer the program established by this chapter.

(O) "Partnering secondary school" means a public or nonpublic secondary school with which a college has entered into an agreement in order to offer the program established by this chapter.

(P) "Private college" means any of the following:

(1) A nonprofit institution holding a certificate of authorization pursuant to Chapter 1713. of the Revised Code;

(2) An institution holding a certificate of registration from the state board of career colleges and schools and program authorization for an associate or bachelor's degree program issued under section 3332.05 of the Revised Code;

(3) A private institution exempt from regulation under Chapter 3332. of the Revised Code as prescribed in section 3333.046 of the Revised Code.

(Q) "Public college" means a "state institution of higher education" in section 3345.011 of the Revised Code, excluding the northeast Ohio medical university.

(R) "Public secondary school" means a school serving grades nine through twelve in a city, local, or exempted village school district, a joint vocational school district, a community school established under Chapter 3314. of the Revised Code, a STEM school established under Chapter 3326. of the Revised Code, a college-preparatory boarding school established under Chapter 3328. of the Revised Code, the state school for the deaf, the state school for the blind, or an institution operated by the department of youth services.

(S) "School year" has the same meaning as in section 3313.62 of the Revised Code.

(T) "Secondary grade" means any of grades nine through twelve.

(U) "Standard rate" means the amount per credit hour assessed by the college for an in-state student who is enrolled in an undergraduate course at that college, but who is not participating in the college credit plus program, as prescribed by the college's established tuition policy.

(V) "Transcripted credit" means post-secondary credit that is conferred by an institution of higher education and is reflected on a student's official record at that institution upon completion of a course.

EDUCATIONAL PLAN

SCIENCE – EIGHTH- GRADE

ABSTRACT

The ANN JERKINS HARRIS ACADEMY OF EXCELLENCE based its Science Educational Program on the Ohio's Learning Standards which outlines what students should know and be able to do in Science in order to be able to succeed in college, careers, and for their role as engaged scientists. The program is also supported, enriched, and supplemented by The Leader in Me leadership program that permeates at all school levels and activities to empower our students to become active leaders in their school, homes, and communities. It establishes a whole-child mindset with a belief that every child has genius, and every student has the potential to become a leader.

|ADOPTED 2023-2024

ANN JERKINS HARRIS ACADEMY OF EXCELLENCE

EDUCATIONAL PLAN: SCIENCE GRADE 8 | ADOPTED 2023

GRADE THEME DESCRIPTION	This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be inferred from simple principles. These principles are related to the properties or interactions within and between systems.

INTRODUCTION:

The aim of the AJHAE Science program is the promotion of scientific inquiry –the knowledge, intellectual processes, and critical thinking skills intended to help students develop personal meaning of science and how concepts integrate in their personal environment.

Ohio's Science Standards:

- Apply knowledge of science content to real-world challenges.
- Identify questions that can be answered through scientific investigations.
- Design and conduct scientific investigations using appropriate safety techniques.
- Use appropriate mathematics, tools and techniques to gather data and information.
- Analyze and interpret data.
- Develop descriptions, models, explanations and predictions.
- Think critically and logically to connect evidence and explanations.
- Recognize and analyze alternative explanations and predictions.
- Communicate scientific procedures and explanations. Design technological/engineering solutions

AJHAE Educational Plan is based on the Ohio's Science Standards K-8th grade which are organized by Strands, Themes, Topics and Content Statements.

STRAND	TOPIC	TOPIC DESCRIPTION
EARTH AND SPACE SCIENCE (ESS)	**Physical Earth**	This topic focuses on the physical features of Earth and how they formed. This includes the interior of Earth, the rock record, plate tectonics and landforms.
PHYSICAL SCIENCE (PS)	**Forces and Motion**	This topic focuses on forces and motion within, on and around the Earth and within the universe.
LIFE SCIENCE (LS)	**Species and Reproduction**	This topic focuses on continuation of the species

GRADES TOPIC DESCRIPTIONS 8th GRADE		
Topic: Cycles and Patterns of Earth and the Moon This topic focuses on Earth's hydrologic cycle, patterns that exist in atmospheric and oceanic currents, the relationship between thermal energy and the currents, and the relative position and movement of the Earth, sun and moon.		
STRAND	**Content Statement**	**Content Elaboration**
	8.ESS.1: The composition and properties of Earth's interior are identified by the behavior of seismic waves. The refraction and reflection of seismic waves as they move through one type of material to another is used to differentiate the layers of Earth's interior. Earth has a core, a mantle, and a crust. Impacts during planetary formation generated heat.	It is important to provide background knowledge regarding how scientists know about the structure and composition of the interior of Earth (without being able to see it). Seismic data, graphics, charts, digital displays and cross sections can be used to study Earth's interior. Earth is differentiated into distinct chemical and physical layers. They correspond in the following way [the chemical layer is stated first, followed by the physical layers in parentheses]: the crust (upper lithosphere), the mantle (lower lithosphere, asthenosphere, mesosphere) and the core (outer and inner).

EARTH AND SPACE SCIENCE (ESS)	These impacts converted gravitational potential energy to heat. Earth's core is also able to generate its own thermal energy because of decaying atoms. This continuously releases thermal energy. Thermal energy generated from Earth's core drives convection currents in the asthenosphere. **Note 1: Radioactive decay is not the focus; this will be discussed in Physical Science and Chemistry.** **Note 2: At this grade level, analyzing seismograms (e.g., amplitude and lag time) and reading a travel time curve are not the focus. At this grade the properties of seismic waves should be addressed.**	The refraction and reflection of seismic waves, as they travel through the lithosphere to the inner core, is used to identify the different physical layers of Earth's interior. The thicknesses of each layer of Earth can vary and be transitional, depending on composition, density, temperature and pressure, rather than uniform and distinct as often depicted in textbooks. Earth and other planets in the solar system formed as heavier elements (primarily iron and nickel) coalesced in their centers and formed planetary cores. The less dense, lighter elements (potassium and sodium for example) remained closer to the planetary surface. This is planetary differentiation, a process through which distinct layers with characteristic chemical and/or physical properties are formed. A major period of planetary differentiation occurred in our solar system approximately 4.6 billion years ago (College Board Standards for College Success, 2009). There are three main sources of heat in Earth's interior: primordial heat left over from planetary accretion, the decay of radioactive elements and friction as materials move within the Earth.
	8.ESS.2: Earth's lithosphere consists of major and minor tectonic plates that move relative to each other. Historical data and observations such as fossil distribution, paleomagnetism, continental drift and seafloor spreading contributed to the theory of plate tectonics. The rigid tectonic plates move with the molten rock and magma beneath them in the upper mantle. Convection currents in the asthenosphere cause movements of the lithospheric plates. The energy that forms convection currents comes from deep within the Earth. There are three main types of plate boundaries: divergent, convergent and transform. Each type of boundary results in specific motion and causes events (such as earthquakes or volcanic activity) or features (such as mountains or trenches) that are indicative of the type of boundary. Thermal energy is transferred as water changes state throughout the cycle. The cycling of water in the atmosphere is an important part of weather patterns on Earth. The rate at which water flows through soil and rock is dependent upon the porosity and permeability of the soil or rock.	Historical data related to the modern-day theory of plate tectonics, which led to theories of continental drift (Wegener), convection theory (Holmes) and seafloor spreading (Hess, Deitz) is introduced. The data supporting these theories include paleontological data, paleoclimate data, paleomagnetic data and the continental "puzzle-like-fit" noticed as early as Magellan and by other mapmakers and explorers. Contemporary data is introduced, including seismic data, GPS/GIS data (documenting plate movement and rates of movement), robotic studies of the sea floor and further exploration of Earth's interior. Physical world maps, cross sections, models (virtual or 3D) and data are used to identify plate boundaries, movement at the boundary and the resulting feature or event. The relationship between heat from Earth's interior, convection in the magma and plate movement is explored. World distribution of tectonic activity of possible interest should be investigated (e.g., Ring of Fire, San Andreas Fault, Mid-Atlantic Ridge, Mariana Trench, Hawaiian Islands, New Madrid Fault System). Volcanic activity, earthquakes, tsunamis, geysers, hot springs, faults, oceanic vents, island arcs, hot spots and rift valleys are included in the identification of plates and plate boundaries. Plate boundary identification (convergent, divergent, transform) is based on the resulting features or events. The focus is on the cause of plate movement, the type and direction of plate movement and the result of the plate movement, not on memorizing plate names.
	8.ESS.3: A combination of constructive and destructive geologic processes formed Earth's surface. Earth's surface is formed from a variety of different geologic processes, including but not limited to plate tectonics.	The interactions between the hydrosphere and lithosphere are studied as they relate to erosional events (e.g., flooding, mass movement). The characteristics of rocks and soil, climate, location, topography and geologic process are studied. Distinguishing between major geologic processes (e.g., tectonic activity, erosion, deposition) and the resulting feature on the surface of Earth is the focus of this content statement. It is important to build on what was included in the elementary grades

		(recognizing features), enabling students to describe conditions for formation. Topographic, physical and aerial maps, cross-sections, field trips and virtual settings are methods of demonstrating the structure and formation of each type of feature. Technology (e.g., remote sensing, satellite data, LANDSAT) can be used to access real-time photographs and graphics related to landforms and features. Factors that affect the patterns and features associated with streams and floodplains (e.g., discharge rates, gradients, velocity, erosion, deposition), glaciers (e.g., moraines, outwash, tills, erratics, kettles, eskers), tectonic activity (includes the features listed in the previous content statement), coastlines, flooding and deserts should be studied	
	8.ESS.4: Evidence of the dynamic changes of Earth's surface through time is found in the geologic record. Earth is approximately 4.6 billion years old. Earth history is based on observations of the geologic record and the understanding that processes observed at present day are similar to those that occurred in the past (uniformitarianism). There are different methods to determine relative and absolute age of some rock layers in the geologic record. Within a sequence of undisturbed sedimentary rocks, the oldest rocks are at the bottom (superposition). The geologic record can help identify past environmental and climate conditions	Representations of the age of Earth should include a graphic demonstration of the immensity of geologic time, as this is a very difficult concept to grasp. The different methods used to determine the age of Earth are an important factor in this concept. In elementary grades, fossils are used to compare what once lived to what lives now, but the concept of Earth's age and the age of the fossils were not included (the concept of billions or millions of years was not age-appropriate). In grade 8, the concept of index fossils is a way to build toward understanding relative dating. Superposition, cross-cutting relationships and index fossils play an important role in determining relative age. Radiometric dating plays an important role in absolute age. The inclusion of new advances and studies is important in learning about the geologic record. Uniformitarianism can be an important key in understanding how scientists have interpreted the environmental conditions that existed throughout Earth's history. Fossil evidence also can indicate specific environments and climate conditions that help interpret the geologic record. Environmental and climate conditions can also be documented through the cryosphere as seen through ice cores. Relating Earth's climate history to present-day climate issues should include evidence from ice core sampling as well as evidence from the geologic record. Using actual data to generate geologic maps of local or statewide formations can connect to the real world. Field studies or geologic research (virtual/digital) can help identify local formations and interpret the environment that existed at the time they were formed. Analyzing and interpreting the data to draw conclusions about geologic history is an important part of this content statement.	
Topic: Forces and Motion This topic focuses on forces and motion within, on and around the Earth and within the universe.			Topic: Forces and Motion This topic focuses on forces and motion

			within, on and around the Earth and within the universe.
STRAND	**Content Statement**	**Content Elaboration**	
PHYSICAL SCIENCE (PS)	**8.PS.1: Objects can experience a force due to an external field such as magnetic, electrostatic, or gravitational fields** Magnetic, electrical and gravitational forces can act at a distance	This content statement involves a basic introduction to the field model. A field model can be used to explain how two objects can exert forces on each other without touching. Details about the field model are not required other than the idea that a field is a concept that is used to understand forces that act at a distance. An object is thought to have a region of influence, called a field, surrounding it. When a second object with an appropriate property is placed in this region, the field exerts a force on and can cause changes in the motion of the object. In grade 8, content will focus on connecting and organizing prior knowledge using the field model. Three types of fields should be investigated: gravitational, electric and magnetic. Every object with mass exerts a gravitational force on every other object with mass. These forces are hard to detect unless at least one of the objects is very massive (e.g., sun, planets). The gravitational force increases with the mass of the objects, decreases rapidly with increasing distance and points toward the center of objects. Weight is the force that a mass experiences in a gravitational field. Weight is often confused with mass. Weight is proportional to mass, but depends upon the gravitational field at a particular location. An object will have the same mass when it is on the moon as it does on Earth. However, the weight (force of gravity) will be different at these two locations. Electrostatic fields exist around objects with a net charge. If a second object with a net charge is placed in the field, the two objects experience electric forces that can attract or repel them, depending on the sign of the charges involved. Magnetic fields exist around magnetic objects. If a second magnetic object is placed in the field, the two objects experience magnetic forces that can attract or repel them, depending on the orientation of the objects involved. Magnetic field lines can be seen when iron filings are sprinkled around a magnet.	
	8.PS.2: Forces can act to change the motion of objects. Forces can be added. The net force on an object is the sum of all of the forces acting on the object. If there is a nonzero net force acting on an object, its speed and/or direction will change.	Motion can be described in different ways by different observers (e.g., a pencil held in someone's hand may appear to be at rest, but to an observer in a car speeding by, the pencil may appear to be moving). When multiple forces act on an object, their combined effort is what influences the object's motion (speed and direction). Forces can cancel to a net force of zero if they are equal in strength and act in opposite directions. Such forces are said to be balanced. If all forces are balanced, the object will maintain its current motion (both speed and direction). This means if the object is stationary, it will remain stationary. If the object is moving, it will continue moving	

	Kinetic friction and drag are forces that act in a direction opposite the relative motion of objects.	in the same direction and at the same speed. When the net force is nonzero, the forces are unbalanced and the object's motion will change. The forces acting on an object can be modeled by a force diagram. Forces are represented by arrows drawn on an isolated picture of the object. The direction of each arrow shows the direction of the force. The length of each arrow represents the magnitude of the force. The effect of the net force on the motion of an object can be predicted from a force diagram. The direction and relative size of the net force can be identified from force diagrams involving multiple forces. Diagrams with forces in both the horizontal and vertical directions can be considered. At this grade level, there should be unbalanced forces in only one of these dimensions. Forces can also act to change the direction of objects. If a force on an object acts toward a single center, the object's path may curve into an orbit around the center. Friction is a force that opposes sliding between two surfaces. For surfaces that are sliding relative to each other, the force on an object always points in the direction opposite the relative motion of the object. This force is known as kinetic friction. Drag is a force that opposes the motion of an object when a solid object moves through a fluid (e.g., gas, liquid). Kinetic friction and drag affect the motion of objects and may even cause moving objects to slow to a stop unless another force is exerted in the direction of motion. A lack of understanding of friction can lead to the misconception that objects require a sustained force to continue moving. Experimentation with objects that have limited friction (e.g., a puck on an air hockey table, dry ice on a surface) can address this misconception. In grade 8, friction will only be calculated from force diagrams. Static friction, as well as the equations for static and kinetic friction, are found in Physics
Topic: Species and Reproduction This topic focuses on continuation of the species		
STRAND	**Content Statement**	**Content Elaboration**
LIFE SCIENCE (LS)	**8.LS.1: Diversity of species, a result of variation of traits, occurs through the process of evolution and extinction over many generations. The fossil records provide evidence that changes have occurred in number and types of species. between organisms and their physical environments.** Fossils provide important evidence of how life and environmental conditions have changed. Energy can transform from one form to another in living things. Animals get energy from oxidizing food, releasing some of its energy as heat. Changes in environmental conditions can affect how beneficial a trait will be for the survival and reproductive success of an organism or an entire species. Throughout Earth's history, extinction of a species has occurred when the environment changes and the individual organisms of that species do not have the traits necessary to	The fossil record documents the variation in a species that may have resulted from changes in the environment. The fossil record is contained within the geologic record (ESS grade 8). Combining data from the geologic record and the fossil record, Earth's living history can be interpreted. Data and evidence from the fossil record can be used to further develop the concepts of extinction, biodiversity and the diversity of species. The term "transitional form" is used to describe intermediate organisms between ancestral forms and their descendants. Some examples of transitional forms were fossilized and found in the fossil record. Other transitional forms are missing from the fossil record. Evidence from the geologic and fossil record can be used to infer what the environment was like at the time of deposition. The variations that exist in organisms can accumulate over many generations, so organisms can be very different in appearance and behavior from their distant ancestors. Diversity can result from sexual reproduction. The sorting and combination of genes result in different genetic combinations, which allow offspring to be similar to, yet different from, their parents and each other (this statement connects to the grade 8 Life Science content statement on reproduction and Mendelian Genetics). These variations may allow for survival of individuals when the environment changes. Diversity in a species increases the likelihood that some individuals will have characteristics suitable to survive and reproduce when conditions change. Note: Molecular clocks are not appropriate at this grade level.

	survive and reproduce in the changed environment. Most species (approximately 99 percent) that have lived on Earth are now extinct. **Note: Population genetics and the ability to use statistic mathematics to predict changes in a gene pool are reserved for high school Biology**	
	8.LS.2: Every organism alive today comes from a long line of ancestors who reproduced successfully every generation. Reproduction is the transfer of genetic information from one generation to the next. It can occur with mixing of genes from two individuals (sexual reproduction). It can occur with the transfer of genes from one individual to the next generation (asexual reproduction). The ability to reproduce defines living things	Organisms reproduce either sexually or asexually. Some organisms are capable of both. In asexual reproduction, all genes come from a single parent, resulting in offspring genetically identical to their parent. Mitosis was introduced in grade 6. At this grade level, the end products of mitotic and meiotic cell divisions are compared as they relate to asexual and sexual reproduction. Mitosis and meiosis are addressed in preparation for the study of Mendelian genetics in 8.LS.3 In sexual reproduction, a single specialized cell from a female (egg) merges with a specialized cell from a male (sperm). Half of the nuclear genes come from each parent. The fertilized cell, carrying genetic information from each parent, multiplies forming the genetically complete organism. Each cell of an organism contains the same genetic information. As opposed to asexual reproduction, sexual reproduction results in offspring with new combinations of traits which may increase or decrease their chances for survival.
	8.LS.3: The characteristics of an organism are a result of inherited traits received from parent(s). Expression of all traits is determined by genes and environmental factors to varying degrees. Many genes influence more than one trait, and many traits are influenced by more than one gene. During reproduction, genetic information (DNA) is transmitted between parent and offspring. In asexual reproduction, the lone parent contributes DNA to the offspring. In sexual reproduction, both parents contribute DNA to the offspring. Note 1: The focus should be the link between DNA and traits without being explicit about the mechanisms involved. . Note 2: The ways in which bacteria reproduce is beyond the scope of this content statement.. Note 3: The molecular structure of DNA is not appropriate at this grade level.	The traits of one or two parents are passed on to the next generation through reproduction. Traits are determined by instructions encoded in deoxyribonucleic acid (DNA), which forms genes. Genes have different forms called alleles. The principles of Mendelian genetics are introduced by reviewing Mendel's work. Mendel's two laws provide the theoretical base for future study of modern genetics. Mendel's first law, the Law of Segregation, and his second law, the Law of Independent Assortment, should be demonstrated and illustrated in a variety of organisms. The concepts of dominant and recessive genes are appropriate at this grade level. Codominant traits such as roan color in horses and cows may be useful to provide further validation of the theory and to help dispel some misconceptions. Pedigree analysis is appropriate for this grade level when limited to dominant, recessive or codominance of one trait. The Law of Independent Assortment should only be explored in simple cases of dominant and recessive traits. Incomplete dominance is not suggested for this grade level to help avoid the misconception of "blending of traits." Codominance is encouraged because both traits are expressed in the resulting offspring. Dihybrid crosses and sex-linked traits also are reserved for high school. A long-term investigation to analyze and compare characteristics passed on from parent to offspring through sexual and asexual reproduction can be conducted. These investigations can lead to questions about the phenotypes that appear in the resulting generations and what they infer about genotypes of the offspring.

EIGHTH GRADE CURRICULUM

UNIT 1
HARNESSING HUMAN ENERGY

Rescue workers can use their own human kinetic energy to power the electrical devices they use during rescue missions.

In their role as energy scientists, students learn about energy transfer and conversion as they design a system to power the electronic devices of rescue workers.

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-
- PS3-5: Motion and Energy Transfer
- ESS3-1: Distribution of Natural Resources

UNIT 2
FORCE AND MOTION

The asteroid sample-collecting pod failed to dock at the space station as planned.

As student physicists at the fictional Universal Space Agency, students must analyze what went wrong in a space station docking failure. To do so, they need to apply what they learn about forces, changes in motion, and collisions.

- PS2-1: Newton's 3rd Law (Equal and Opposite Forces)
- PS2-2: Sum of Forces
- PS3-1: Kinetic Energy: Mass and Speed.

UNIT 3
FORCE AND MOTION ENGINEERING INTERNSHIP

Designing emergency supply delivery pods with different structures can maintain the integrity of the supply pods and their contents.

As mechanical engineering interns, students apply ideas about force and motion, as well as engineering and design concepts, to design supply pods to be dropped in disaster areas.

- PS2-1: Newton's 3rd Law (Equal and Opposite Forces)
- PS2-2: Sum of Forces
- PS2-4: Gravity Depends on MasS.

UNIT 4
MAGNETIC FIELDS

During a test launch, a spacecraft traveled much faster than expected.

In their role as student physicists, students must analyze why the new magnet-driven space jet launcher is not working as expected. They apply ideas about non-touching forces and potential energy.

- PS2-3: Strength of Magnetic and Electric Forces
- PS2-4: Gravity Depends on Mass
- PS2-5: Force Fields
- PS3-2: Potential energy
- PS3-1: Kinetic Energy: Mass and Speed
- PS3-5: Motion and Energy Transfer

UNIT 5
LIGHT WAVES

The rate of skin cancer is higher in Australia than in other parts of the world.

In their role as spectroscopists, students learn about light waves and how they interact with matter, and apply this knowledge to investigate Australia's elevated skin cancer rate.

- PS4-1: Amplitude and Waves
- PS4-2: Waves Interact with Materials
- PS4-3: Digitized Signals and Waves
- **LS1-1: Living Things Made of Cells**
- **LS1-2: Cell Parts**

UNIT 6
EARTH, MOON AND SUN

An astrophotographer can only take pictures of specific features on the Moon at certain times.

Students play the role of student astronomers who must learn about the Earth, Moon, Sun system, including phases and eclipses, in order to advise an astrophotographer who is photographing Moon features.

- ESS1-1: Earth, Sun, Moon System
- ESS1-2: Gravity
- ESS1-3: Scale in the Solar System

UNIT 7
NATURAL SELECTION

The newt population in Oregon State Park has become more poisonous over time.

In the role of biologists, students investigate how a population of rough-skinned newts in Oregon State Park become incredibly poisonous. They learn about variation, adaptation, and the mechanism of natural selection.

- LS3-1: Gene, Protein, Trait, and Mutations
- LS4-4: Genetic Variation in Populations
- LS4-6: Natural Selection
- LS3-1: Gene, Protein, Trait, and Mutations
- LS4-4: Genetic Variation in Populations

UNIT 8
NATURAL SELECTION ENGINEERING INTERNSHIP

Designing malaria treatment plans that use different combinations of drugs can reduce drug resistance development while helping malaria patients.

As biomedical engineering interns, students apply what they have learned about natural selection as well as engineering and design concepts to develop, test, and refine treatments for drug-resistant malaria.

- LS3-1: Gene, Protein, Trait, and Mutations
- LS4-4: Genetic Variation in Populations
- LS4-6: Natural Selection

• **LS1-6: Photosynthesis** • **LS1-8: Sensory Receptors** • **ESS3-5: Factors for Global Temperature**	• PS2-4: Gravity Depends on Mass	• LS4-6: Natural Selection	
UNIT 9 **EVOLUTONARY HISTORY**			
A mystery fossil at the Natural History Museum has similarities with both wolves and whales. In the role of paleontologists, students investigate a fossil recently excavated in Egypt that could be more closely related to whales or to wolves. They learn how the fossil record helps provide evidence for evolutionary relationships. • LS4-1: Fossils • LS4-2: Comparative Anatomy • LS4-3: Embryonic Development • LS4-6: Natural Selection			

ANN JERKINS HARRIS ACADEMY OF EXCELLENCE

ACADEMIC CALENDAR 2023-2024

AUGUST 2023

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1-3 Staff Orientation
7-11Staff PD
14 -18 Assessment Days K-4th (By appointment)
(No bus services)
21- All grades- full day

SEPTEMBER 2023

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4- Labor Day Holiday (No School)

OCTOBER 2023

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

6- Professional Day (No School)
17- End of 1st quarter (45 days)
30-Parent-Teacher Conferences-(No School)
31-Prof. Day (No School)

NOVEMBER 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

7- Professional Day (No School)
20-24 Fall Recess (No School)
23- Thanksgiving Day
27- Classes Resume

DECEMBER 2023

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

22- Last school day before Winter Recess
25-31 Winter Recess
(No School)

JANUARY 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-5 Winter Recess (No School)
4-Parent-teacher conference (No School)
5 Professional Day (No School)
12- End of 2nd Quarter (45 days)
15- MLK Day- (No School)

APPROVED BY AJHAE GOVERNING AUTHORITY 02-18-2023

FEBRUARY 2024

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	25	27	28	29		

2-Professional Day (No School)
19- President's Day Holiday (No School)

MARCH 2024

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20-End of 3rd Quarter (45 days)
22- Parent-Teacher Conferences (No School)
25-29 Spring Recess (No School)

APRIL 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1-Classes Resume

MAY 2024

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27-Memorial Day- (No School)
31- Last Day of School
31- End of 4th quarter (45 days)

JUNE 2024

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

5

JULY 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

TOTAL INSTRUCTIONAL DAYS	180	TOTAL INSTRUCTIONAL HRS REQ. (920 hrs)	1080 hrs	CALAMITY DAYS	26.67 days

Federal Holidays 2023/24 – Observed at AJHAE

Sep 4, 2023	Labor Day	Nov 23, 2023	Thanksgiving Day	Feb 19, 2024	Presidents' Day
		Dec 25, 2023	Christmas Day	May 27, 2024	Memorial Day
		Jan 1, 2024	New Year's Day	Jun 19, 2024	Juneteenth
Nov 11, 2023	Veterans Day	Jan 15, 2024	Martin L. King Day	Jul 4, 2024	Independence Day

INSTRUCTIONAL DAYS

QUARTER	Beginning Date	End Date	TOTAL OF QUARTER INSTRUCTIONAL DAYS
FIRST	August 14, 2023	October 17, 2023	45
SECOND	October 18, 2023	January 12, 2024	45
THIRD	January 16, 2024	March 20, 2024	45
FOURTH	March 22, 2024	May 31, 2024	45
TOTAL DAYS			180 = 1080 hours 26.67 Calamity Days

STAFF PROFESSIONAL DEVELOPMENT DAYS

NEW STAFF ORIENTATION	August 1-4, 2023
STAFF PD	August 7-11, 2023
STAFF PD	October 6, 2023
STAFF PD	November 7, 2023
STAFF PD	January 5, 2024

Leader in Me®

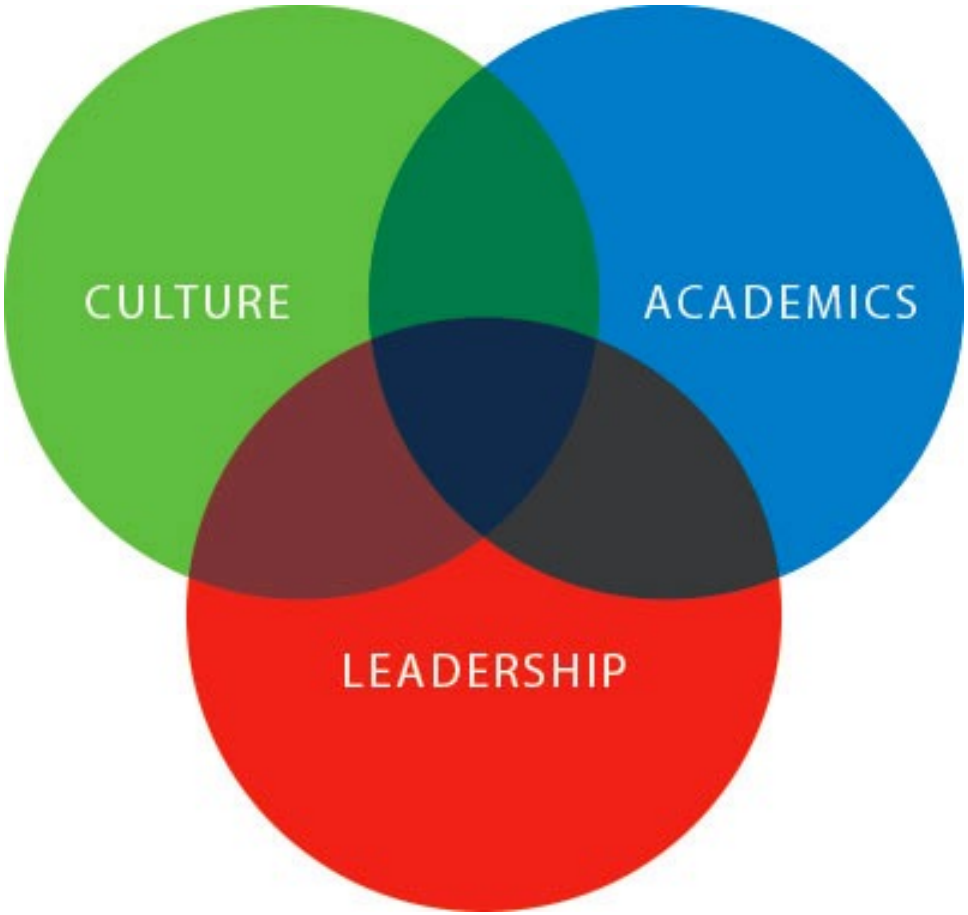
Positive Behavioral Interventions & Supports (PBIS)

Reciprocal Support Through Common Goals

FranklinCovey Education

What is *Leader in Me*?

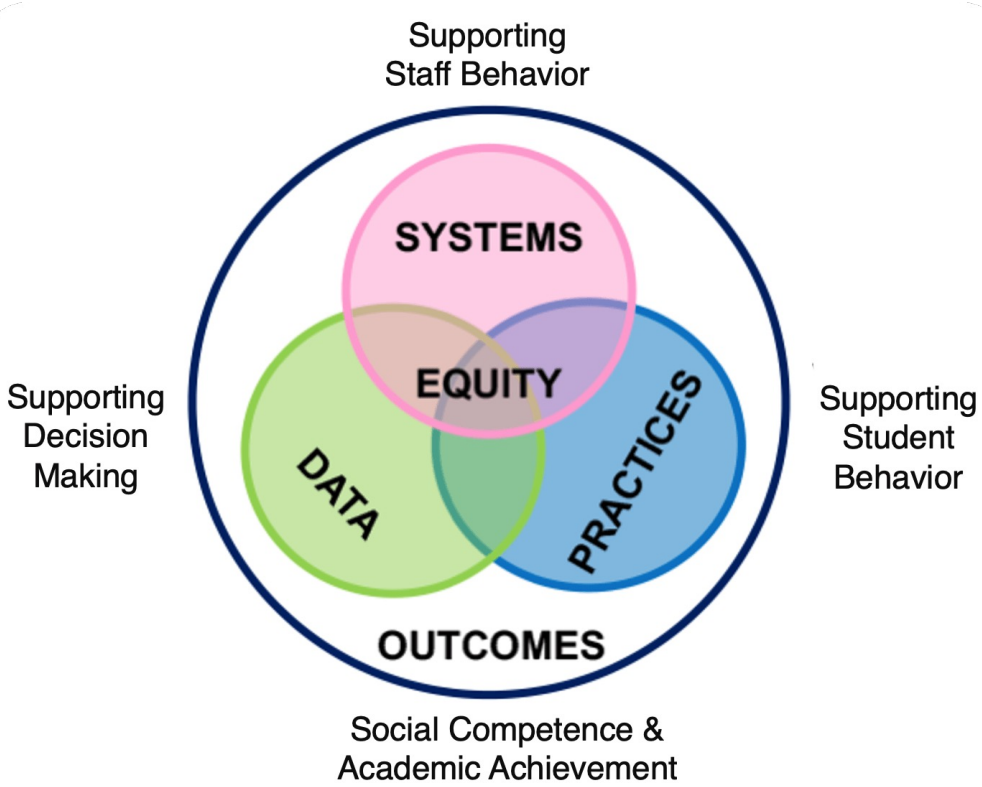
Leader in Me (LiM) is an evidence-based PK-12 model, developed in partnership with educators, designed to build resilience and LEADERSHIP in students, create a high-trust CULTURE, and help improve ACADEMIC achievement. This model equips students, educators, and families with the leadership and life skills needed to thrive, adapt, and contribute in a dynamic world.



What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is a framework for supporting students' behavioral, academic, social, emotional, and mental health.

PBIS emphasizes four interrelated elements that each align to an outcome of support or development.



Center on PBIS. (n.d.). *Implementation Elements* [Infographic]. https://www.pbis.org/pbis/what-is-pbis

PBIS Element	Aligned Outcome
Systems	Supporting Staff Behavior
Practices	Supporting Student Behavior
Equity	Social Competence & Academic Achievement
Data	Supporting Decision Making

Complementary Approaches

PBIS and *Leader in Me* are complementary schoolwide improvement approaches. Both have seen rapid growth over the last decade, with many schools choosing to implement both. PBIS-*LiM* Schools share complementary goals and approaches that help overcome common conflicts faced by schools implementing PBIS in conjunction with SEL.

Leader in Me	SHARED GOALS & APPROACHES	PBIS
Direct and integrated teaching of social and emotional skills.	Promote positive behavior. Improve school environment.	Direct instruction on codes of conduct and effective learning environments.
Promote positive behavior through student self-regulation. Equal importance on student, classroom, and schoolwide implementation.	Foster family and community partnerships. Multi-tiered implementation. Recognize teaching efficacy as integral to behavior management.	Promotes positive behavior through teacher-centered strategies. Primary focus on schoolwide/Tier 1 development.
Based on principles of effective leadership and social, cognitive, and developmental theory.	Data driven decision making. Adaptable to fit school and cultural context.	Based on behavioral psychology and applied behavioral analysis.

From Complementary Approach to Essential Support

Beyond being a complementary approach to PBIS, *Leader in Me* closes the gap between the PBIS framework and effective implementation. *Leader in Me* implementation supports schools in sustainably implementing the PBIS framework elements and reaching the aligned outcomes.

In the table below, an overview of this support is shown.
Each of the 4 PBIS Elements are described and aligned to key aspects of *Leader in Me*.

PBIS Element	*Leader in Me* Implementation Support
Systems The ability of the school to sustain long-term implementation. Aligned Outcome: Supporting Staff Behavior	❖ *4 Disciplines of Execution*® (4DX) ❖ *The 7 Habits of Highly Effective People*
Practices The daily actions that determine the level of support needed to aid students' behavioral, social, emotional, and academic growth. Aligned Outcome: Supporting Student Behavior	❖ *Leader in Me* Framework®: Practices
Equity The extent to which a school enhances the experiences and outcomes of each student. Aligned Outcome: Social Competence & Academic Achievement	❖ *Leader in Me* Framework®: Paradigms ❖ SEE-DO-GET®
Data Using the right information to make effective decisions about PBIS implementation and outcomes. Aligned Outcome: Supporting Decision Making	❖ The Measurable-Results Assessment (MRA)

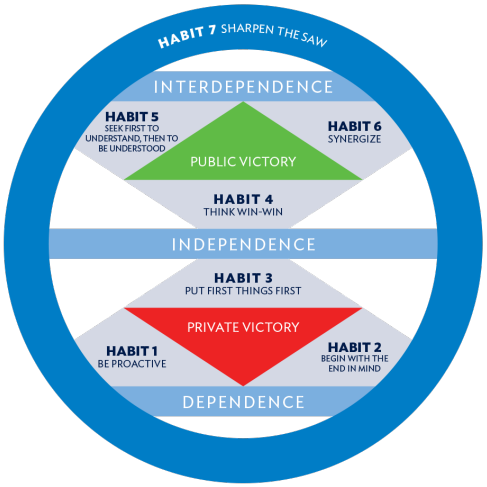
The following pages provide greater detail about how *Leader in Me* supports and brings the PBIS framework to life.

Leader in Me Support of PBIS Element: Systems

Research shows schools and districts that effectively implement long-term educational initiatives like PBIS have some important things in common—they build the leadership capacity of those carrying out the implementation, they engage and share ownership with all stakeholders, and they stay focused on that which is most important: students. The *Leader in Me* builds educators' ability to implement these practices, as taught through two models—*The 7 Habits of Highly Effective People* and *The 4 Disciplines of Execution*.

THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE

Lasting whole-school improvement begins with a commitment to our own personal development.



THE 4 DISCIPLINES OF EXECUTION

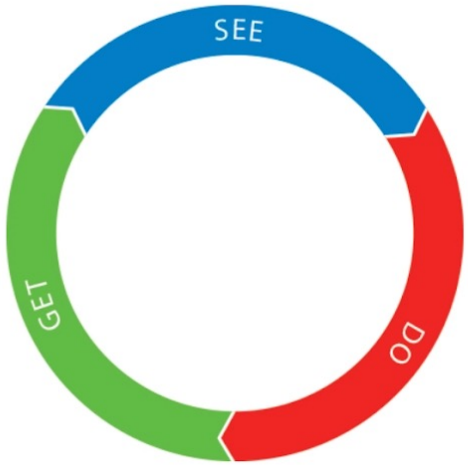
Setting and achieving Wildly Important Goals® (WIGs®) requires us to figure out what really matters and focus our effort on those WIGs. WIG work, when done well, enhances educator voice, self- and collective-efficacy

Leader in Me Support of PBIS Element: Practices

If we think of PBIS as a problem-solving model that calls upon educators to deliver a range of evidence-based practices in instruction for students in need of varying levels of support, we can then think of *Leader in Me* as a choice board for those practices.

SEE Core Paradigms	**Paradigm of Leadership** Everyone can be a leader.	**Paradigm of Potential** Everyone has genius.	**Paradigm of Change** Change starts with me.	**Paradigm of Motivation** Empower students to lead their own learning.	**Paradigm of Education** Educators and families partner to develop the whole person.
DO Highly Effective Practices	**Leadership** **Start With Adults Learning & Modeling** • Principal & Coordinator Development • New & Ongoing Staff Learning • Family & Community Partnerships **Teach Students to Lead** • Direct Lessons • Integrated Approaches • Service Learning	**Culture** **Create a Leadership Environment** • Physical Environment • Social-Emotional Environment • Leadership Events **Share Leadership** • Lighthouse & Action Teams • Leadership Roles • Student Voice	**Academics** **Achieve Goals** • Individual Goals • Team Goals • Aligned School Goals **Empower Learners** • Leadership Portfolios • Student-Led Conferences • Empowering Instruction		
GET Measurable Results	**Highly effective students and adults who are leaders in their school and community.**	**A high-trust school culture where every person's voice is heard and their potential is affirmed.**	**Engaged students who are equipped to achieve and entrusted to lead their own learning.**		

Leader in Me Support of PBIS Element: Equity



Leader in Me is based on a theory of change known as the See-Do-Get Cycle. When you change the way you SEE things, it influences what you DO and the results you GET. The See-Do-Get Cycle expands our ability to think about outcomes and issues within a larger context of actions and mindsets.

Equity starts as how we see our students and that is why is it is a central part of the *Leader in Me* Framework.

The 5 Core Paradigms of Leader in Me

Paradigm of Leadership	Paradigm of Potential	Paradigm of Change	Paradigm of Motivation	Paradigm of Education
Everyone can be a leader.	Everyone has genius.	Change starts with me.	Empower students to lead their own learning.	Educators and families partner to develop the whole person.

Leader in Me starts the implementation process by growing educators' awareness of the paradigms or ways they **SEE** the problems their school is facing and how those paradigms impact what they **DO**—the actions taken as a result of our paradigms. *Leader in Me* teaches the 5 Core Paradigms that foundationally support and drive the behaviors, practices and ultimately the results (**GET**) of the implementation.

Highly Effective Practices Aligned to the 4 PBIS Outcomes

CENTER ON PBIS Positive Behavioral Interventions & Supports

LEADERSHIP

		Supporting Staff Behavior	Supporting Student Behavior	Supporting Decision Making	Social Competence & Academic Achievement
Start with Adult Learning & Modeling	Principal & Coordinator Development	✓			
	New & Ongoing Staff Learning	✓	✓		✓
	Family & Community Partnerships	✓			
Teach Students to Lead	Direct Lessons		✓	✓	✓
	Integrated Approaches		✓	✓	✓
	Service Learning			✓	

*This alignment visually shows which practices most directly support specific outcomes.

Highly Effective Practices Aligned to the 4 PBIS Outcomes

CULTURE

		Supporting Staff Behavior	Supporting Student Behavior	Supporting Decision Making	Social Competence & Academic Achievement
Create a Leadership Environment	Physical Environment		✓		✓
	Social-Emotional Environment		✓		✓
	Leadership Events		✓	✓	✓
Share Leadership	Lighthouse & Action Teams	✓			
	Leadership Roles		✓	✓	✓
	Student Voice		✓		✓

*This alignment visually shows which practices most directly support specific outcomes.

Highly Effective Practices Aligned to the 4 PBIS Outcomes

CENTER ON PBIS Positive Behavioral Interventions & Supports

ACADEMICS

		Supporting Staff Behavior	Supporting Student Behavior	Supporting Decision Making	Social Competence & Academic Achievement
Achieve Goals	Individual Goals		✓	✓	✓
	Team Goals	✓			
	Aligned School Goals	✓			✓
Empower Learners	Leadership Portfolios		✓		✓
	Student-Led Conferences		✓	✓	✓
	Empowering Instruction	✓			✓

*This alignment visually shows which practices most directly support specific outcomes.

Measurable-Results Assessment

The *Leader in Me* Measurable-Results Assessment (MRA) is a validated survey and reporting system that provides schools with uncommon insight on the attitudes and behaviors of staff and students related to the expected outcomes common to schools implementing the paradigms and practices seen on the *Leader in Me* Framework.

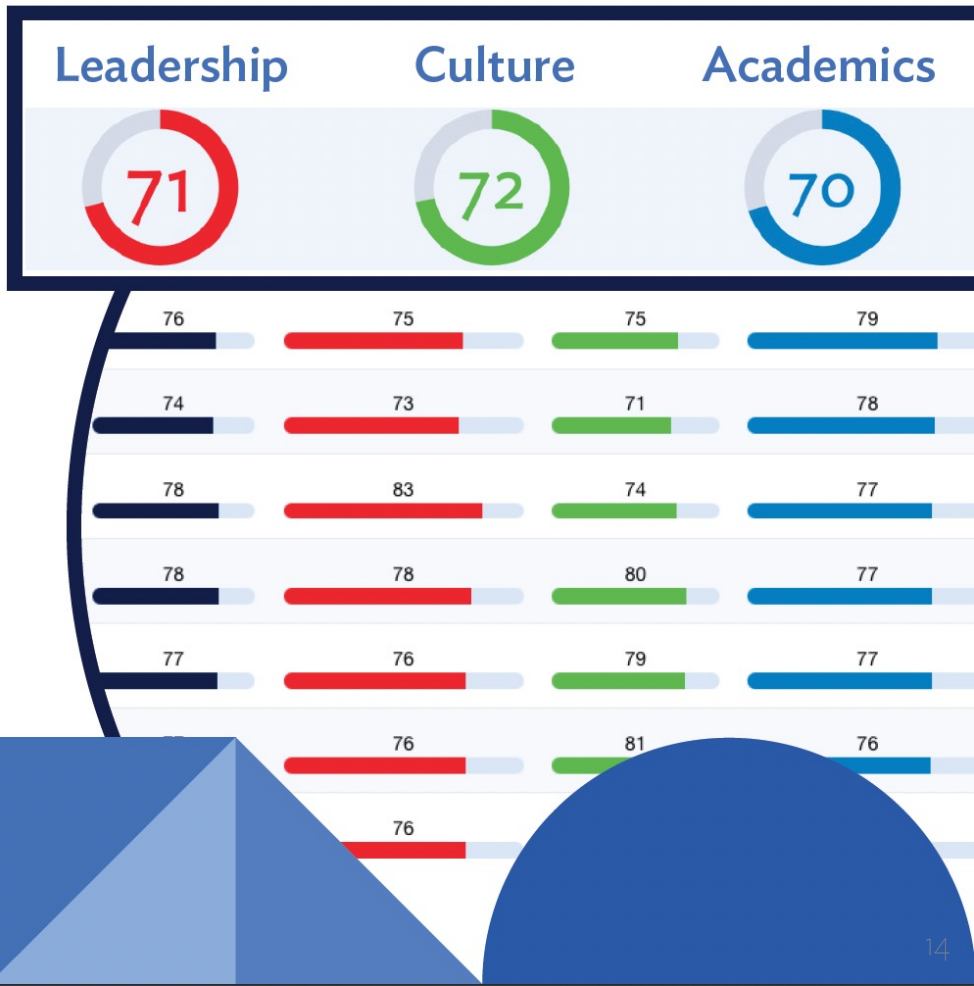
LEADERSHIP	CULTURE	ACADEMICS
Staff Leadership Staff are provided with support to build their personal and professional capacity so they can confidently live, model, and teach social-emotional leadership skills.	**Supportive Environment for Staff** Staff members feel supported and empowered with voice, choice, and opportunities to have a positive impact while doing meaningful work.	**Empowering Teachers** Teachers positively impact students by using evidence-based instructional practices that empower their students to lead their own learning.
Student Leadership Students are developing the mindsets, behaviors, and skills to be effective, lifelong leaders.	**Supportive Environment for Students** School is a welcoming, inclusive, supportive environment where students feel valued and actively engaged in leadership and decision-making.	**Empowered Learners** Students have the mindsets, skills, and supportive relationships they need to take ownership of their learning.
Family & Community Engagement Families and community organizations are included as valued school partners that support student development.		**Goal Achievement** Teachers provide their students with the knowledge, opportunity, and support to set and achieve meaningful goals—connecting their achievement to the school's Wildly Important Goals.

Definitions of the Measurable-Results Assessment Scales.

Leader in Me Support of PBIS Element: Data

Leader in Me Measurable Results are the research-backed outcomes targeted by *LiM* Schools. *Leader in Me* Schools measure these outcomes using the Measurable-Results Assessment, which is taken at least once a year by staff, families, and students and reported out through each schools' data dashboard.

The alignment between the PBIS Outcomes and the Measurable Results on the following three pages illustrates the mutually supportive outcomes of *Leader in Me* and CASEL, the leading authority in the advancement of social and emotional learning in education.



Measurable Results Aligned to the 4 PBIS Outcomes

		Supporting Staff Behavior	Supporting Student Behavior	Supporting Decision Making	Social Competence & Academic Achievement
LEADERSHIP	Student Leadership				
	Personal Development		✓	✓	✓
	Interpersonal Development		✓		✓
	Positive Wellbeing		✓		✓
	Self-Advocacy		✓	✓	
	Prosocial Behaviors		✓		✓
	Staff Leadership				
	Personal Effectiveness	✓	✓	✓	
	Interpersonal Effectiveness	✓			
	Student Leadership Support	✓	✓	✓	
	Family & Community Engagement				
	School & Family Partnerships		✓	✓	✓
	Family Engagement			✓	
	Community Engagement			✓	

Measurable Results Aligned to the 4 PBIS Outcomes

CENTER ON PBIS Positive Behavioral Interventions & Supports

		Supporting Staff Behavior	Supporting Student Behavior	Supporting Decision Making	Social Competence & Academic Achievement
CULTURE	Supportive Environment for Students				
	School Climate		✓	✓	✓
	Student Empowerment		✓	✓	✓
	School Belonging		✓		
	Trusting Relationships		✓		
	Supportive Environment for Staff				
	Staff Voice	✓		✓	
	Collective Efficacy	✓			

Measurable Results Aligned to the 4 PBIS Outcomes

CENTER ON PBIS Positive Behavioral Interventions & Supports

			Supporting Staff Behavior	Supporting Student Behavior	Supporting Decision Making	Social Competence & Academic Achievement
ACADEMICS	Empowering Teachers	Instructional Efficacy	✓		✓	✓
		Student-Led Practices	✓			✓
	Empowered Learners	Academic Self-Efficacy		✓	✓	✓
		Supportive Teachers		✓		✓
	Goal Achievement	Student Goals	✓	✓	✓	✓
		Student Goal Support		✓	✓	✓
		School Goals	✓	✓	✓	✓

Leader in Me®

FranklinCovey Education

Leader in Me Curriculum

Level 7 Scope and Sequence V1.2

Module	Module Name	Student Leadership Portrait Competency	7 Habits Connection	Learning Standard	Lesson Learning Targets	
The First 8 Days						
Module 01	The First 8 Days, Habits 1-4	Self-Regulation Vision Time Management Relationship Building	Habit Overview, Build a Leadership Culture	Learners will be able to describe Habits 1-4 and how they support learning, personal development, and a positive classroom culture.	Lesson 1	I can identify proactive and reactive language and behavior.
					Lesson 2	I can describe how Beginning With the End in Mind helps me to make choices.
					Lesson 3	I can understand the value of prioritizing and putting first things first.
					Lesson 4	I can describe how to Think Win-Win to resolve a conflict.
Module 02	The First 8 Days, Habits 5-8	Communication Collaboration Continuously Improve Develop Strengths	Habit Overview, Build a Leadership Culture	Learners will be able to describe Habits 5-7 and how they will support learning, personal development, and a positive classroom culture.	Lesson 1	I can use “I” messages to communicate with others respectfully.
					Lesson 2	I can describe what it means to Synergize.
					Lesson 3	I can practice balanced renewal to help me learn and lead.
					Lesson 4	I can describe what it means to share my voice.
Learning and Leadership						
Module 03	Growth Mindset	Continuously Improve	*Leader in Me* Core Paradigms	Learners will be able to assess the impact of a growth mindset on their personal and academic success and will practice encouraging others to have a growth mindset.	Lesson 1	I can explain what it means to have a growth mindset.
					Lesson 2	I can apply a growth mindset to a personal area of opportunity.
					Lesson 3	I can assess the impact of a growth mindset on my academic success.
					Lesson 4	I can encourage others to have a growth mindset.
Module 04	Leading My Learning	Continuously Improve	Habit 7: Sharpen the Saw	Learners will be able to describe what it means to lead their learning and practice student-led learning strategies, including describing how they learn best, assessing with learning targets, and teaching to learn.	Lesson 1	I can assess the ways I currently lead my learning and ways to improve.
					Lesson 2	I can lead my learning by describing how I learn best.
					Lesson 3	I can lead my own learning by assessing progress on learning targets.
					Lesson 4	I can lead my learning by teaching others
Module 05	Advocating for Myself	Communication Develop Strengths	Habit 5: Seek to Understand, Then to Be Understood	Learners will be able to develop confidence as they practice advocacy and communication skills and will reflect on their self-advocacy ability.	Lesson 1	I can describe self-advocacy and how to communicate my needs.
					Lesson 2	I can advocate for my learning needs.
					Lesson 3	I can advocate for my needs to keep myself safe and healthy.
					Lesson 4	I can reflect on how well I’m advocating for my needs.
Learning to Lead Self						
Module 06	Recognizing Emotions	Self-Regulation	Habit 1: Be Proactive	Learners will be able to explain the value of using the Pause Plan to pause and respond based on principles and desired results and will practice noticing, naming, and thinking about emotions.	Lesson 1	I can explain the value of using the Pause Plan to pause and respond based on principles and desired results.
					Lesson 2	I can notice my physical response to emotions.
					Lesson 3	I can name emotions and expand my emotional vocabulary.
					Lesson 4	I can think about what to do next when I experience intense emotions.
Module 07	Regulating Emotions	Self-Regulation	Habit 1: Be Proactive	Learners will be able to track their emotions to look for patterns and design a plan to apply the Pause Plan and self-regulation strategies to calm their brains.	Lesson 1	I can look for patterns to identify when to apply self-regulation strategies.
					Lesson 2	I can apply self-regulation strategies to a situation to regulate my emotions at school.
					Lesson 3	I can apply self-regulation strategies to a situation to regulate my emotions outside of school.
					Lesson 4	I can act as a Transition Person by modeling self-regulation strategies and supporting others in using the Pause Plan.
Module 08	Being a Transition Person	Self-Regulation Continuously Improve	Habit 1: Be Proactive	Learners will be able to describe the role of a Transition Person in helping to change negative behavior patterns, and how they can act as a Transition Person in service of themselves and others.	Lesson 1	I can describe how a Transition Person helps change negative patterns of behavior.
					Lesson 2	I can identify negative behavior patterns.
					Lesson 3	I can identify strategies to stop negative patterns of behavior.
					Lesson 4	I can act as a Transition Person to help myself or others stop negative behavior patterns.

Leader in Me Curriculum

Level 7 Scope and Sequence V1.2

Module	Module Name	Student Leadership Portrait Competency	7 Habits Connection	Learning Standard	Lesson Learning Targets	
Module 09	Principle-Centered Living	Vision	Habit 2: Begin With the End in Mind	Learners will be able to describe principle-centered living and how to apply the principles that matter most to them to important life choices.	Lesson 1	I can describe how principles help me Begin With the End in Mind.
					Lesson 2	I can identify how principles can help me make choices.
					Lesson 3	I can describe the impact when someone is centered on something other than principles.
					Lesson 4	I can apply principles to help achieve long-term goals.
Module 10	Creating My Personal Mission Statement	Vision	Habit 2: Begin With the End in Mind	Learners will develop a personal mission statement and will identify ways it can help them make important decisions in their life.	Lesson 1	I can start the great discovery to increase self-awareness.
					Lesson 2	I can complete the great discovery to increase self-awareness.
					Lesson 3	I can create a draft of my personal mission statement.
					Lesson 4	I can plan for how to live my mission statement.
Module 11	Establishing a Shared Vision	Vision	Habit 2: Begin With the End in Mind	Learners will be able to describe the value of a shared vision on a team and practice creating a short-term and long-term vision.	Lesson 1	I can describe what vision is and how it will help me lead myself and others.
					Lesson 2	I can describe the characteristics of an inspiring vision.
					Lesson 3	I can describe how to create a shared vision with a team.
					Lesson 4	I can collaborate to create a classroom vision statement.
Module 12	Maximizing My Time	Time Management	Habit 3: Put First Things First	Learners will be able to use the Time Matrix to describe how they spend their time and practice ways to increase time spent in Quadrant 2.	Lesson 1	I can use the Time Matrix to determine how I spend my time.
					Lesson 2	I can describe the long-term impact of each quadrant on my well-being.
					Lesson 3	I can reduce the time I spend in Quadrant 3 and Quadrant 4 by saying no to less important things.
					Lesson 4	I can teach others about the Time Matrix.
Module 13	Focusing on Big Rocks	Time Management	Habit 3: Put First Things First	Learners will be able to develop a list of Big Rocks that align with their mission, roles, and goals and will develop strategies to execute and reflect on their plans.	Lesson 1	I can prioritize Big Rocks based on my mission, roles and goals.
					Lesson 2	I can describe how prioritizing Big Rocks can decrease stress.
					Lesson 3	I can design a plan to stay true to my Big Rocks in a moment of choice.
					Lesson 4	I can reflect on how well I have executed my Big Rocks and make adjustments as necessary.
Module 14	Planning Every Week	Time Management	Habit 3: Put First Things First	Learners will be able to develop a weekly plan to manage time inside and outside of school and will be able to articulate the benefits of this system.	Lesson 1	I can create a weekly plan.
					Lesson 2	I can review and adapt my plan daily to adjust to changing circumstances.
					Lesson 3	I can explain the benefits of weekly planning.
					Lesson 4	I can teach others about the benefits of weekly planning.
Module 15	Achieving My Goals	Achieve Goals	*The 4 Disciplines of Execution*	Learners will be able to design a Wildly Important Goal Plan to achieve academic growth and will be able to evaluate the effectiveness of each of The 4 Disciplines of Execution.	Lesson 1	I can analyze examples of Wildly Important Goals and write a WIG in an X to Y by When format.
					Lesson 2	I can analyze lead measures and determine lead measures that will help me achieve my WIG.
					Lesson 3	I can analyze examples of lead and lag measures and can design scoreboards to track both.
					Lesson 4	I can analyze examples of accountability partnerships and can design an accountability plan.
Module 16	Perseverance	Achieve Goals	*The 4 Disciplines of Execution*	Learners will be able to practice personal accountability through perseverance toward challenging goals.	Lesson 1	I can persevere when I experience a challenge.
					Lesson 2	I can use my Accountability Partner to help me persevere through challenges.
					Lesson 3	I can practice self-regulation strategies when I encounter challenges.
					Lesson 4	I can teach others to persevere.
Module 17	Accountability Partners	Achieve Goals	*The 4 Disciplines of Execution*	Learners will be able to practice balancing courage and consideration to help each other achieve goals and will analyze progress towards WIG results.	Lesson 1	I can describe the value of demonstrating high courage and consideration in an Accountability Partner session.
					Lesson 2	I can practice demonstrating high courage and high consideration as an Accountability Partner.
					Lesson 3	I can practice having high courage and consideration in an Accountability Partner session.
					Lesson 4	I can evaluate how my accountability partnership is helping me reach my goals.

Module	Module Name	Student Leadership Portrait Competency	7 Habits Connection	Learning Standard	Lesson Learning Targets	
Learning to Lead Others						
Module 18	Emotional Bank Accounts	Cultivate Trust	Trust and Emotional Bank Accounts	Learners will be able to determine the currency of others in order to make meaningful Emotional Bank Account deposits and plan to strengthen relationships inside and outside of school.	Lesson 1	I can explain the Emotional Bank Account and why people have different currency.
					Lesson 2	I can strengthen relationships with my classmates through Emotional Bank Account deposits.
					Lesson 3	I can strengthen relationships in my school community through Emotional Bank Account deposits.
					Lesson 4	I can strengthen relationships outside of school through Emotional Bank Account deposits.
Module 19	Building Self Trust	Cultivate Trust	Trust and Emotional Bank Accounts	Learners will be able to describe The 4 Cores of Credibility and will plan how to increase confidence through self-trust.	Lesson 1	I can describe the 4 Cores of Credibility.
					Lesson 2	I can reflect on ways to increase integrity and intent.
					Lesson 3	I can reflect on ways to increase capabilities and results.
					Lesson 4	I can build confidence by celebrating the ways I already demonstrate The 4 Cores of Credibility.
Module 20	Building Relationship Trust	Cultivate Trust	Trust and Emotional Bank Accounts	Learners will be able to apply the 13 Behaviors of Trust to build or restore relationship trust.	Lesson 1	I can describe the 13 Behaviors of High-Trust.
					Lesson 2	I can explain how I demonstrate the 13 Behaviors of High-Trust in my life.
					Lesson 3	I can describe how to apply the 13 Behaviors of High-Trust to scenarios where trust is low.
					Lesson 4	I can describe how to apply the 13 Behaviors of High-Trust to relationships in my life where trust is low.
Module 21	Abundance Mentality	Relationship Building	Habit 4: Think Win-Win	Learners will be able to describe the value of thinking with an Abundance Mentality and will practice thinking with abundance where scarcity is often prevalent.	Lesson 1	I can define and explain the value of an Abundance Mentality.
					Lesson 2	I can think abundantly by building the strengths of others.
					Lesson 3	I can think abundantly in typically competitive situations.
					Lesson 4	I can think abundantly by sharing credit.
Module 22	Showing Consideration for Others	Relationship Building	Habit 4: Think Win-Win	Learners will be able to consider others' wins and act with consideration inside and outside of school.	Lesson 1	I can explain what it means to consider others' wins by acting with consideration.
					Lesson 2	I can think about others' wins by demonstrating consideration in school.
					Lesson 3	I can think about others' wins by demonstrating consideration outside of school.
					Lesson 4	I can demonstrate consideration toward others online.
Module 23	Standing Up For Others	Relationship Building	Habit 4: Think Win-Win	Learners will be able to describe how to use courage and consideration to prevent or stop bullying.	Lesson 1	I can describe how to respond to bullying using high levels of courage and consideration.
					Lesson 2	I can design strategies to act as an upstander when I experience or witness bullying in person.
					Lesson 3	I can design strategies to act as an upstander when I experience or witness cyberbullying.
					Lesson 4	I can teach others how to act as upstanders.
Module 24	Practicing Empathy	Empathy	Habit 5: Seek to Understand, Then to Be Understood	Learners will be able to practice empathy through social awareness and intentionally seek to understand others.	Lesson 1	I can practice empathy by seeking to understand how someone else is feeling.
					Lesson 2	I can describe the difference between sympathy and empathy.
					Lesson 3	I can build empathy by creating connections with others.
					Lesson 4	I can seek to understand someone who has experienced a challenge that differs from my experiences.
Module 25	Listening Empathically	Communication	Habit 5: Seek to Understand, Then to Be Understood	Learners will be able to seek to understand others through Empathic Listening and explore how listening empathically can improve communication in an important relationship.	Lesson 1	I can seek to understand others through Empathic Listening.
					Lesson 2	I can identify types of listening and how to listen more empathically.
					Lesson 3	I can describe how listening to body language is part of Empathic Listening.
					Lesson 4	I can identify a situation in my life where Empathic Listening will improve a relationship.
Module 26	Communicating Respectfully	Communication	Habit 5: Seek to Understand, Then to Be Understood	Learners will be able to describe the impact of respectfully seeking to be understood and will practice sharing opinions and feelings with others.	Lesson 1	I can describe the impact of respectfully seeking to be understood.
					Lesson 2	I can communicate respectfully when communicating digitally.
					Lesson 3	I can communicate my feelings respectfully and seek to be understood.
					Lesson 4	I can communicate my opinions respectfully and seek to be understood.

Module	Module Name	Student Leadership Portrait Competency	7 Habits Connection	Learning Standard	Lesson Learning Targets	
Module 27	Celebrating Differences	Collaboration	Habit 6: Synergize	Learners will be able to create an environment that celebrates and optimizes differences in a variety of settings.	Lesson 1	I can describe how valuing and celebrating others impacts culture.
					Lesson 2	I can value and optimize the strengths of others while working collaboratively in a group.
					Lesson 3	I can value and optimize differences in our school community.
					Lesson 4	I can teach others how to value and optimize differences.
Module 28	Finding 3rd Alternatives	Collaboration	Habit 6: Synergize	Learners will be able to use synergy to create 3rd Alternatives to resolve conflicts and strengthen relationships.	Lesson 1	I can describe why synergy is valuable in relationships.
					Lesson 2	I can create 3rd Alternatives to resolve conflicts.
					Lesson 3	I can create 3rd Alternatives for a challenge at school.
					Lesson 4	I can describe how using the 7 Habits creates a path to synergy.
Module 29	Empowering Others	Empower Potential	Habit 6: Synergize	Learners will be able to describe what it means to empower others and practice strategies for empowerment.	Lesson 1	I can describe what it means to empower others.
					Lesson 2	I can empower others by communicating their worth and potential.
					Lesson 3	I can empower others by giving feedback.
					Lesson 4	I can empower others by sharing leadership.
Whole Person Leadership						
Module 30	Achieving Daily Private Victory	Continuously Improve	Habit 7: Sharpen the Saw	Learners will be able to make a plan to achieve the Daily Private Victory on a daily basis and reflect on the impact of following their plan.	Lesson 1	I can describe how to achieve balanced renewal.
					Lesson 2	I can analyze my time and identify how to better achieve balanced renewal for my body, heart, mind, and spirit.
					Lesson 3	I can reduce my screen time to increase balanced renewal.
					Lesson 4	I can support my Accountability Partner in achieving balanced renewal.
Module 31	Mental Health Matters	Continuously Improve	Habit 7: Sharpen the Saw	Learners will be able to increase their understanding of mental health and plan how to care for their mental well-being.	Lesson 1	I can increase my awareness about mental health.
					Lesson 2	I can use the Pause Plan to notice, name, and think about how to respond to mental health challenges.
					Lesson 3	I can name people who can support me through mental health challenges.
					Lesson 4	I can notice when others are in distress and can help them find help.
Module 32	Thinking About Thinking	Higher Order Thinking Continuously Improve	Habit 7: Sharpen the Saw	Learners will be able to describe how critical thinking supports them in leading themselves and others and will practice applying curiosity, analysis, and humility.	Lesson 1	I can explain why critical thinking skills help me lead myself and others.
					Lesson 2	I can think critically about my strengths and opportunities for growth.
					Lesson 3	I can think critically about information.
					Lesson 4	I can think critically to solve problems.
Module 33	Using My Voice	Develop Strengths	The 8th Habit: Find Your Voice and Inspire Others to Find Theirs	Learners will be able to describe their voice and apply it to a need in their class, school, community, or career.	Lesson 1	I can describe my voice.
					Lesson 2	I can use my voice to pursue leadership opportunities in school.
					Lesson 3	I can identify how to use my voice to make a contribution in the community.
					Lesson 4	I can identify a career of interest that aligns with my voice.
Module 34	Pathfinding and Service Learning	Shared Purpose	The 8th Habit: Find Your Voice and Inspire Others to Find Theirs	Learners will be able to create a shared vision around a service learning initiative and will design and measure progress of an action plan.	Lesson 1	I can identify a service learning project with my team.
					Lesson 2	I can create an action plan to design a service learning project.
					Lesson 3	I can reflect on progress toward results on an action plan.
					Lesson 4	I can use action planning to organize efforts in other areas of my life.
Module 35	Celebrating Growth	Continuously Improve	Habit 7: Sharpen the Saw	Leaders will be able to celebrate areas of leadership growth and opportunity.	Lesson 1	I can reflect on my growth in Habits 1, 2, and 3.
					Lesson 2	I can reflect on my growth in Habits 4, 5, and 6.
					Lesson 3	I can reflect on my growth in Habits 7 and 8.
					Lesson 4	I can celebrate my growth as a leader.

Leader in Me Curriculum

Level 8 Scope and Sequence V1.2

Module	Module Name	Student Leadership Portrait Competency	7 Habits Connection	Learning Standard	Lesson Learning Targets	
The First 8 Days						
Module 01	The First 8 Days, Habits 1-4	Continuously Improve	Habit Overview, Build a Leadership Culture	Learners will be able to describe Habits 1-4 and how they support learning, personal development, and a positive classroom culture.	Lesson 1	I can understand the difference between proactive and reactive responses.
					Lesson 2	I can describe what matters most to me and Begin With the End in Mind.
					Lesson 3	I can understand the value of prioritizing and putting first things first.
					Lesson 4	I can explain the difference between abundance and scarcity mentalities.
Module 02	The First 8 Days, Habits 5-8	Continuously Improve	Habit Overview, Build a Leadership Culture	Learners will be able to describe Habits 5-7 and how they will support learning, personal development, and a positive classroom culture.	Lesson 1	I can practice seeking first to understand.
					Lesson 2	I can describe what it means to Synergize.
					Lesson 3	I can identify how taking care of myself is part of being a leader.
					Lesson 4	I can describe what it means to share my voice.
Learning and Leadership						
Module 03	Growth Mindset	Higher Order Thinking	*Leader in Me Core Paradigms*	Learners will be able to explain how growth and fixed mindsets impact results.	Lesson 1	I can explain how growth and fixed mindsets impact results.
					Lesson 2	I can apply a growth mindset to a challenge in school to see improved results.
					Lesson 3	I can apply a growth mindset to a challenge outside of school to see improved results.
					Lesson 4	I can assess my use of a growth mindset.
Module 04	Understanding and Advocating for Myself	Develop Strengths	Habit 1: Be Proactive	Learners will be able to practice self-awareness and self-advocacy skills to find and use their voice.	Lesson 1	I can describe the value of self-awareness and self-advocacy skills.
					Lesson 2	I can strengthen my self-awareness skills.
					Lesson 3	I can strengthen my self-advocacy skills.
					Lesson 4	I can describe ways to practice self-awareness and self-advocacy to achieve a goal.
Module 05	Our Learning Culture	Higher Order Thinking	Habit 7: Sharpen the Saw	Learners will be able to assess and use student-led learning strategies to strengthen the classroom learning culture.	Lesson 1	I can assess our classroom learning culture.
					Lesson 2	I can use the Learning and Implementation Cycle to strengthen our classroom learning culture.
					Lesson 3	I can strengthen our classroom learning culture by using empowering language.
					Lesson 4	I can strengthen our classroom learning culture through collaborative learning.
Learning to Lead Self						
Module 06	Recognizing Emotions	Self-Regulation	Habit 1: Be Proactive	Learners will be able to apply the pause plan when they experience intense emotions and assess their ability to choose proactive responses.	Lesson 1	I can describe how the pause plan can help me choose a proactive response.
					Lesson 2	I can use the pause plan when I feel angry.
					Lesson 3	I can use the pause plan when I feel sad.
					Lesson 4	I can use mindfulness strategies to pause and choose a proactive approach.
Module 07	Self-Regulation Tools	Self-Regulation	Habit 1: Be Proactive	Learners will be able to describe the brain's fight, flight, freeze, and focus states and practice choosing self-regulation strategies to bring the brain back to the focus state.	Lesson 1	I can describe how self-regulation works in my brain and choose tools to self-regulate.
					Lesson 2	I can use self-regulation tools to bring my brain back to focus while in school.
					Lesson 3	I can use self-regulation tools to bring my brain back to focus outside of school.
					Lesson 4	I can teach others about self-regulation.
Module 08	Acting On My Circle of Control	Self-Regulation	Habit 1: Be Proactive	Learners will be able to act with personal agency by focusing on their Circle of Control to take purposeful action in their relationships, school, community, or world.	Lesson 1	I can describe how to act with personal agency by focusing on my Circle of Control.
					Lesson 2	I can focus on my Circle of Control to improve an important relationship in my life.
					Lesson 3	I can focus on my Circle of Control to improve a situation that I would like to change at school.
					Lesson 4	I can focus on my Circle of Control to improve a situation I would like to change in my community or world.

Module	Module Name	Student Leadership Portrait Competency	7 Habits Connection	Learning Standard	Lesson Learning Targets	
Module 09	Creating a Personal Mission Statement	Vision	Habit 2: Begin With the End in Mind	Learners will be able to create or revise a personal mission statement that will help them Begin With the End in Mind.	Lesson 1	I can describe important qualities about myself to craft a personal mission statement.
					Lesson 2	I can describe goals I would like to accomplish to craft a personal mission statement.
					Lesson 3	I can describe goals I would like to accomplish to craft a personal mission statement.
					Lesson 4	I can create or revise a personal mission statement.
Module 10	Living by My Personal Mission Statement	Vision	Habit 2: Begin With the End in Mind	Learners will be able to Begin With the End in Mind by making decisions that align with their personal mission statement.	Lesson 1	I can describe how to live in alignment with my personal mission statement.
					Lesson 2	I can use my personal mission statement to help me make relationship choices.
					Lesson 3	I can use my personal mission statement to help me make choices about my future.
					Lesson 4	I can support others in living their personal mission statements.
Module 11	Defining Outcomes Before I Act	Vision	Habit 2: Begin With the End in Mind	Learners will be able to define outcomes before they act in order to create a mental creation that predicts success in and outside of school.	Lesson 1	I can explain the value of a strong mental creation.
					Lesson 2	I can define outcomes before I act.
					Lesson 3	I can define outcomes before communicating online.
					Lesson 4	I can define the outcomes I would like to achieve in school.
Module 12	Time Matrix	Time Management	Habit 3: Put First Things First	Learners will be able to use the Time Matrix to assess how they spend their time and practice strategies to increase time spent on the things most important to them.	Lesson 1	I can use the Time Matrix to analyze how I spend my time.
					Lesson 2	I can prioritize Quadrant 2 activities.
					Lesson 3	I can say no to less important things and reduce the time I spend in Quadrants 1, 3 and 4.
					Lesson 4	I can stay true in the moment of choice.
Module 13	Planning Every Week	Time Management	Habit 3: Put First Things First	Learners will be able to develop a weekly plan to help accomplish their Big Rocks in alignment with their mission, roles, and goals.	Lesson 1	I can plan my Big Rocks for the week.
					Lesson 2	I can adapt my weekly plan as needed on a daily basis.
					Lesson 3	I can evaluate whether my weekly plan reflects my mission, roles, and goals.
					Lesson 4	I can assess how well I accomplished my weekly plan and how I can adjust for next week.
Module 14	Getting and Staying Organized	Time Management	Habit 3: Put First Things First	Learners will be able to increase the amount of time they spend in Quadrant 2 by getting and staying organized.	Lesson 1	I can increase the amount of time I spend in Quadrant 2 by getting and staying organized.
					Lesson 2	I can get and stay organized in school.
					Lesson 3	I can use essential organizational tools to help organize my time.
					Lesson 4	I can get and stay organized digitally.
Module 15	Achieving My Goals	Achieve Goals	*The 4 Disciplines of Execution*	Learners will be able to apply The 4 Disciplines of Execution to set and achieve a goal that matters to them at school.	Lesson 1	I can write a Wildly Important Goal in an X to Y by When format.
					Lesson 2	I can choose influenceable and actionable lead measures.
					Lesson 3	I can create a compelling scoreboard to track lag and lead measures.
					Lesson 4	I can design an accountability plan to help me achieve my WIG.
Module 16	Accountability Partners	Achieve Goals	*The 4 Disciplines of Execution*	Learners will be able to use courage and consideration to support their Accountability Partners in achieving their Wildly Important Goals.	Lesson 1	I can describe the qualities of a good Accountability Partner.
					Lesson 2	I can design a meaningful accountability session.
					Lesson 3	I can ask questions, demonstrate encouragement, and make suggestions to serve as an effective Accountability Partner.
					Lesson 4	I can practice providing feedback to an Accountability Partner that demonstrates courage and consideration.
Module 17	Aligning Teams to Achieve a Goal	Align Teams	*The 4 Disciplines of Execution*	Learners will be able to describe how the Six Rights help align teams to achieve goals.	Lesson 1	I can describe how an effective team uses the six rights to achieve a goal.
					Lesson 2	I can use the Right People and Right Structure practices to align a team.
					Lesson 3	I can use the Right Decisions and Right Resources practices to align a team.
					Lesson 4	I can use the Right Processes and Right Rewards practices to align a team.

Module	Module Name	Student Leadership Portrait Competency	7 Habits Connection	Learning Standard	Lesson Learning Targets	
Learning to Lead Others						
Module 18	Emotional Bank Accounts	Cultivate Trust	Trust and Emotional Bank Accounts	Learners will be able to develop individual Emotional Bank Account practices or systems to help others feel valued, trusted, and welcome.	Lesson 1	I can make Emotional Bank Account deposits to help others feel valued, trusted, and welcome.
					Lesson 2	I can plan to make EBA deposits on a consistent basis.
					Lesson 3	I can create an action plan to design a classroom or school EBA system.
					Lesson 4	I can teach others about EBA deposits.
Module 19	Practicing Self Trust	Cultivate Trust	Trust and Emotional Bank Accounts	Learners will be able to describe The 4 Cores of Credibility and will practice how to accelerate Self Trust and Relationship Trust.	Lesson 1	I can describe the 4 Cores of Credibility and why they are important to lead.
					Lesson 2	I can strengthen my integrity or intent to increase the speed at which others trust my character.
					Lesson 3	I can strengthen my capabilities or results to increase the speed at which others trust my competence.
					Lesson 4	I can self-assess my credibility and reflect on how I can be more credible.
Module 20	Practicing Relationship Trust	Cultivate Trust	Trust and Emotional Bank Accounts	Learners will be able to use the 13 Behaviors in Trust Talks with others.	Lesson 1	I can describe how the 13 Behaviors help build Relationship Trust.
					Lesson 2	I can practice Trust Behaviors in a “Develop Trust” Talk.
					Lesson 3	I can practice Trust Behaviors in a “Restore Trust” Talk.
					Lesson 4	I can practice Trust Behaviors in a “Extend Smart Trust” Talk.
Module 21	Thinking With Abundance	Relationship Building	Habit 4: Think Win-Win	Learners will be able to describe the value of thinking with an Abundance Mentality to create wins for themselves and others.	Lesson 1	I can describe the behaviors and results associated with an Abundance Mentality.
					Lesson 2	I can avoid a comparison mentality by thinking with abundance.
					Lesson 3	I can engage in healthy competition by thinking with abundance.
					Lesson 4	I can assess my ability to think with abundance.
Module 22	Acting as an Upstander	Relationship Building	Habit 4: Think Win-Win	Learners will be able to demonstrate courage and consideration to act as an upstander and will be able to describe the impact of those actions.	Lesson 1	I can show courage and consideration to act as an upstander.
					Lesson 2	I can show courage and consideration to stand up for myself.
					Lesson 3	I can show courage and consideration to stand up for others.
					Lesson 4	I can describe the impact of upstander behaviors.
Module 23	Creating Win-Win Agreements	Relationship Building	Habit 4: Think Win-Win	Learners will be able to use Win-Win Agreements to resolve conflicts and strengthen relationships with others.	Lesson 1	I can create Win-Win Agreements to resolve conflicts and strengthen relationships.
					Lesson 2	I can Think Win-Win in relationships with adults in my life.
					Lesson 3	I can Think Win-Win in relationships with my peers.
					Lesson 4	I can teach others how to create a Win-Win Agreement using the 7 Habits.
Module 24	Listening Empathically	Empathy Communication	Habit 5: Seek to Understand, Then to Be Understood	Learners will be able to identify others’ emotions and practice Empathic Listening.	Lesson 1	I can practice Empathic Listening.
					Lesson 2	I can identify others’ emotions and listen empathically.
					Lesson 3	I can reflect on how my paradigms impact my ability to listen empathically.
					Lesson 4	I can practice listening empathically.
Module 25	Seek to Be Understood	Communication	Habit 5: Seek to Understand, Then to Be Understood	Learners will be able to practice respectfully seeking to be understood.	Lesson 1	I can describe the value of respectfully seeking to be understood.
					Lesson 2	I can seek to be understood using “I” Messages.
					Lesson 3	I can seek to be understood when I want to positively influence others.
					Lesson 4	I can seek to be understood when providing feedback.

Module	Module Name	Student Leadership Portrait Competency	7 Habits Connection	Learning Standard	Lesson Learning Targets	
Module 26	Presentation Skills	Communication	Habit 5: Seek to Understand, Then to Be Understood	Learners will be able to identify and evaluate effective presentation skills.	Lesson 1	I can identify the qualities of an outstanding presentation.
					Lesson 2	I can self-evaluate my presentation skills.
					Lesson 3	I can give positive and instructive feedback to others about a presentation.
					Lesson 4	I can describe how effective public speaking skills will help me lead.
Module 27	Celebrating Differences	Collaboration	Habit 6: Synergize	Learners will be able to celebrate differences and identify the advantages of working with a diverse group of people.	Lesson 1	I can describe why diversity supports synergy.
					Lesson 2	I can describe the unique aspects of my identity.
					Lesson 3	I can celebrate common and unique aspects of my identity with a partner.
					Lesson 4	I can strengthen classroom and school systems for celebrating differences.
Module 28	Synergizing	Collaboration	Habit 6: Synergize	Learners will be able to practice using Synergy to generate creative 3rd Alternatives.	Lesson 1	I can explain how the whole is greater than the sum of its parts.
					Lesson 2	I can practice an effective synergy session.
					Lesson 3	I can describe how creativity supports synergy.
					Lesson 4	I can create 3rd Alternatives.
Module 29	Teaching Others	Empower Potential	Habit 6: Synergize	Learners will be able to empower others through training, mentoring, or coaching approaches.	Lesson 1	I can describe the difference between training, mentoring, or coaching others.
					Lesson 2	I can practice training others.
					Lesson 3	I can practice serving as a mentor to others.
					Lesson 4	I can practice coaching others.
Whole Person Leadership						
Module 30	Achieving the Daily Private Victory	Continuously Improve	Habit 7: Sharpen the Saw	Learners will be able to design a plan to achieve the Daily Private Victory on a daily basis.	Lesson 1	I can explain the importance of balanced renewal and assess how balanced I feel in the four dimensions.
					Lesson 2	I can start, stop or continue activities to help me achieve the Daily Private Victory.
					Lesson 3	I can schedule renewal activities into my weekly plan.
					Lesson 4	I can create a classroom system for whole person wellness.
Module 31	Caring for Mental and Physical Health	Continuously Improve	Habit 7: Sharpen the Saw	Learners will be able to describe the value of caring for their minds and bodies and will develop a plan to practice healthy habits.	Lesson 1	I can describe ways to care for my physical and mental health.
					Lesson 2	I can care for my mental and physical health by reducing toxic stress.
					Lesson 3	I can describe the value of getting enough sleep, exercise, and nutrition.
					Lesson 4	I can create a plan to practice healthy habits.
Module 32	Monitoring Progress Toward my Goals	Achieve Goals Continuously Improve	*The 4 Disciplines of Execution*	Learners will be able to reflect on progress toward their Wildly Important Goal and will make adjustments to plans and behaviors as needed to stay highly engaged.	Lesson 1	I can stay engaged in goal achievement with 4DX.
					Lesson 2	I can use my scoreboard data to evaluate the effectiveness of my lead measures.
					Lesson 3	I can evaluate my accountability plan and Discipline 4 practice.
					Lesson 4	I can teach others how to use The 4 Disciplines of Execution.
Module 33	Pursuing a Career using Habits 1, 2, and 3	Develop Strengths	Habits 1, 2, and 3	Learners will be able to use Habits 1, 2, and 3 to create a plan to pursue a career of interest.	Lesson 1	I can identify a career cluster that interests me.
					Lesson 2	I can Be Proactive to pursue a career path.
					Lesson 3	I can Begin With the End in Mind to pursue a career path.
					Lesson 4	I can Put First Things First to pursue a career path.
Module 34	Finding, Sharing, and Sustaining My Voice	Develop Strengths Actively Contribute	Habit 8: Find Your Voice and Inspire Others to Find Theirs	Learners will be able to find, share and sustain their voice and help others find theirs.	Lesson 1	I can describe my voice.
					Lesson 2	I can share my voice.
					Lesson 3	I can sustain my voice when I experience challenges.
					Lesson 4	I can help others find their voice.
Module 35	Reflection and Celebration	Higher Order Thinking	Habit 7: Sharpen the Saw	Learners will be able to reflect and celebrate leadership growth and will develop a plan for an area of opportunity.	Lesson 1	I can explain the benefits of reflection.
					Lesson 2	I can reflect on my personal effectiveness.
					Lesson 3	I can reflect on my interpersonal effectiveness.
					Lesson 4	I can celebrate my leadership growth and develop a plan to increase my effectiveness.

SCHOOL POLICY ON COLLEGE CREDIT PLUS PROGRAM

ABSTRACT

Ohio's College Credit Plus gives students in grades 7-12 the chance to earn high school and college credit simultaneously by taking courses at participating Ohio colleges or universities. Tuition is free when a student takes classes at a public college. There may be modest fees for private college credit. All public colleges and certain private colleges in Ohio are participating in this program. Ohio has never offered a better start on a college education to its youth. A College Credit Plus student enjoys the opportunity to pursue more challenging classes and explore college interests sooner. The participating student can earn anywhere from a few college credits to more than a year's worth while still in high school. College Credit Plus can reduce the child's time in college and greatly reduce your family's higher education costs.

2023-2024

ANN JERKINS HARRIS ACADEMY OF EXCELLENCE

SCHOOL POLICY ON COLLEGE CREDIT PLUS PROGRAM
APPROVED BY THE AJHAE GOVERNING AUTHORITY JUNE 17, 2023

College Credit Plus for Students & Families

Ohio's College Credit Plus can help students from 7-12 grades to earn college and high school credits at the same time by taking college courses from community colleges or universities. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students. Taking a college course from a public college or university, College Credit Plus is **free**. That means no cost for tuition, books, or fees if you attend public school in the state of Ohio. If you choose to attend a private college or are homeschooled, you may have limited costs.

Your high school may have an agreement with a local college for specific courses, however, you can choose to take College Credit Plus courses from any college that offers a course that would benefit your future. This could include online courses.

Once you find the university or college you would like to attended for College Credit Plus, you can go to their website and complete the application—each school has their own process and procedures; as well as their own requirements to enroll in College Credit Plus.

Parents, please note: "The subject matter of a course enrolled in under the college credit plus program may include mature subject matter or materials, including those of a graphic, explicit, violent, or sexual nature, that will not be modified based upon college credit plus enrollee participation regardless of where course instruction occurs."

As stated, College Credit Plus is **free for all public-school students who wish to attend a public Ohio university or college.** There may be fees for homeschooled students, or students that wish to attend a private university of college.

(A) A student enrolled in a public or nonpublic secondary school during the student's ninth, tenth, eleventh, or twelfth grade school year; a student enrolled in a nonchartered nonpublic secondary school in the student's ninth, tenth, eleventh, or twelfth grade school year; or a student who has been excused from the compulsory attendance law for the purpose of home instruction under section 3321.04 of the Revised Code and is the equivalent of a ninth, tenth, eleventh, or twelfth grade student, may apply to and enroll in a college under the college credit plus program.

(1) For a public secondary school student to participate in the program, all of the following criteria shall be met:

(a) The student or the student's parent shall inform the principal, or equivalent, of the student's school by the first day of April of the student's intent to participate in the program during the following school year. Any student who fails to provide the notification by the required date may not participate in the program during the following school year without the written consent of the principal, or equivalent. If a student seeks consent from the principal after failing to provide notification by the required date, the principal shall notify the department of education of the student's intent to participate within ten days of the date on which the student seeks consent. If the principal does not provide written consent, the student may appeal the principal's decision to the governing entity of the school, except for a student who is enrolled in a school district, who may appeal the decision to the district superintendent. Not later than thirty days after the notification of the appeal, the district superintendent or governing entity shall hear the appeal and shall decide to either grant or deny that student's participation in the program. The decision of the district superintendent or governing entity shall be final.

(b) The student shall:

(i) Apply to a public or a participating private college, or an eligible out-of-state college participating in the program, in accordance with the college's established procedures for admission, pursuant to section 3365.05 of the Revised Code;

(ii) As a condition of eligibility, satisfy one of the following criteria:

(I) Be remediation-free, in accordance with one of the assessments established under division (F) of section 3345.061 of the Revised Code;

(II) Meet an alternative remediation-free eligibility option, as defined by the chancellor of higher education, in consultation with the superintendent of public instruction, in rules adopted under this section;

(III) Have participated in the program prior to the effective date of this amendment and qualified to participate in the program by scoring within one standard error of measurement below the remediation-free threshold for one of the assessments established under division (F) of section 3345.061 of the Revised Code and satisfying one of the conditions specified under division (A)(1)(b)(ii)(I) or (II) of this section as those divisions existed prior to the effective date of this amendment .

(iii) Meet the college's and relevant academic program's established standards for admission, enrollment, and course placement, including course-specific capacity limitations, pursuant to section 3365.05 of the Revised Code.

(c) The student shall elect at the time of enrollment to participate under either division (A) or (B) of section 3365.06 of the Revised Code for each course under the program.

(d) The student and the student's parent shall sign a form, provided by the school, stating that they have received the counseling required under division (B) of section 3365.04 of the Revised Code and that they understand the responsibilities they must assume in the program.

(2) In order for a nonpublic secondary school student, a nonchartered nonpublic secondary school student, or a home-instructed student to participate in the program, both of the following criteria shall be met:

(a) The student shall meet the criteria in divisions (A)(1)(b) and (c) of this section.

(b)(i) If the student is enrolled in a nonpublic secondary school, that student shall send to the department of education a copy of the student's acceptance from a college and an application. The application shall be made on forms provided by the state board of education and shall include information about the student's proposed participation, including the school year in which the student wishes to participate; and the semesters or terms the student wishes to enroll during such year. The department shall mark each application with the date and time of receipt.

(ii) If the student is enrolled in a nonchartered nonpublic secondary school or is home-instructed, the parent or guardian of that student shall notify the department by the first day of April prior to the school year in which the student wishes to participate.

(B) Except as provided for in division (C) of this section and in sections 3365.031 and 3365.032 of the Revised Code:

(1) No public secondary school shall prohibit a student enrolled in that school from participating in the program if that student meets all of the criteria in division (A)(1) of this section.

(2) No participating nonpublic secondary school shall prohibit a student enrolled in that school from participating in the program if the student meets all of the criteria in division (A)(2) of this section and, if the student is enrolled under division (B) of section 3365.06 of the Revised Code, the student is awarded funding from the department in accordance with rules adopted by the chancellor, in consultation with the superintendent of public instruction, pursuant to section 3365.071 of the Revised Code.

(C) For purposes of this section, during the period of an expulsion imposed by a public secondary school, a student is ineligible to apply to enroll in a college under this section, unless the student is admitted to another public secondary or participating nonpublic secondary school. If a student is enrolled in a college under this section at the time the student is expelled, the student's status for the remainder of the college term in which the expulsion is imposed shall be determined under section 3365.032 of the Revised Code.

(D) Upon a student's graduation from high school, participation in the college credit plus program shall not affect the student's eligibility at any public college for scholarships or for other benefits or opportunities that are available to first-time college students and are awarded by that college, regardless of the number of credit hours that the student completed under the program.

(E) The college to which a student applies to participate under this section shall pay for one assessment used to determine that student's eligibility under this section. However, notwithstanding anything to the contrary in Chapter 3365. of the Revised Code, any additional assessments used to determine the student's eligibility shall be the financial responsibility of the student.

Section 3365.035 | Course mature subject matter disclaimer.

(A) As used in this section, "mature subject matter" means any course subject matter or material of a graphic, explicit, violent, or sexual nature.

(B) The department of education and the department of higher education shall jointly develop a permission slip regarding the potential for mature subject matter in a course taken through the college credit plus program. The departments shall post the permission slip in a prominent place on their college credit plus program web sites.

(C) For a student enrolled in a public, chartered nonpublic, or nonchartered nonpublic school or a home-instructed student to enroll in any college course under the college credit plus program, the parent of the student and the student shall sign and include the permission slip described in division (B) of this section within the student's application to the public college, participating private college, or eligible out-of-state college in which the student wishes to enroll.

(D) Each public and participating private college and eligible out-of-state college participating in the program, upon admitting a student under the program, shall include in the college's enrollment materials the following:

(1) A questionnaire for students, developed by the college, to answer in the affirmative acknowledging that the student possesses the necessary social and emotional maturity and is ready to accept the responsibility and independence that a college classroom demands and to resubmit to the college;

(2) Guidance on reviewing any course materials available prior to enrolling in a course;

(3) Information about the college's and the program's policies on withdrawing from or dropping a course;

(4) Information about the student's right to speak with the student's high school counselor or with the academic advisor assigned to the student as prescribed in division (F) of section 3365.05 of the Revised Code.

(E) Each public and participating private college and eligible out-of-state college participating in the program shall include a discussion at student orientation about the potential for mature subject matter in courses taken through the program.

(F) The department of education, the department of higher education, and each public and participating private college and eligible out-of-state college participating in the program shall post in a prominent place on their college credit plus program web sites the following disclaimer:

"The subject matter of a course enrolled in under the college credit plus program may include mature subject matter or materials, including those of a graphic, explicit, violent, or sexual nature, that will not be modified based upon college credit plus enrollee participation regardless of where course instruction occurs."

Section 3365.04 | Information regarding and promotion of the program.

Each public and participating nonpublic secondary school shall do all of the following with respect to the college credit plus program:

(A) Provide information about the program prior to the first day of February of each year to all students enrolled in grades six through eleven;

(B) Provide counseling services to students in grades six through eleven and to their parents before the students participate in the program under this chapter to ensure that students and parents are fully aware of the possible consequences and benefits of participation. Counseling information shall include:

(1) Program eligibility;

(2) The process for granting academic credits;

(3) Any necessary financial arrangements for tuition, textbooks, and fees;

(4) Criteria for any transportation aid;

(5) Available support services;

(6) Scheduling;

(7) Communicating the possible consequences and benefits of participation, including all of the following:

(a) The consequences of failing or not completing a course under the program, including the effect on the student's ability to complete the secondary school's graduation requirements;

(b) The effect of the grade attained in a course under the program being included in the student's grade point average, as applicable;

(c) The benefits to the student for successfully completing a course under the program, including the ability to reduce the overall costs of, and the amount of time required for, a college education.

(8) The academic and social responsibilities of students and parents under the program;

(9) Information about and encouragement to use the counseling services of the college in which the student intends to enroll;

(10) The standard packet of information for the program developed by the chancellor of higher education pursuant to section 3365.15 of the Revised Code;

For a participating nonpublic secondary school, counseling information shall also include an explanation that funding may be limited and that not all students who wish to participate may be able to do so.

(11) Information about the potential for mature subject matter, as defined in section 3365.035 of the Revised Code, in courses in which the student intends to enroll through the program and notification that courses will not be modified based upon program enrollee participation regardless of where course instruction occurs. The information shall include the permission slip described in division (B) of section 3365.035 of the Revised Code.

(C) Promote the program on the school's web site, including the details of the school's current agreements with partnering colleges;

(D) Schedule at least one informational session per school year to allow each participating college that is located within thirty miles of the school to meet with interested students and parents. The session shall include the benefits and consequences of participation and shall outline any changes or additions to the requirements of the program. If there are no participating colleges located within thirty miles of the school, the school shall coordinate with the closest participating college to offer an informational session.

For the purposes of division (D) of this section, "participating college" shall include both of the following:

(1) A partnering college;

(2) Any public college, private college, or eligible out-of-state college to which both of the following apply:

(a) The college participates in the college credit plus program.

(b) The college submits to the public or participating nonpublic secondary school a request to attend an informational session.

(E) Implement a policy for the awarding of grades and the calculation of class standing for courses taken under division (A)(2) or (B) of section 3365.06 of the Revised Code. The policy adopted under this division shall be equivalent to the school's policy for courses taken under the advanced standing programs described in divisions (A)(2) and (3) of section 3313.6013 of the Revised Code or for other courses designated as honors courses by the school. If the policy includes awarding a weighted grade or enhancing a student's class standing for these courses, the policy adopted under this section shall also provide for these procedures to be applied to courses taken under the college credit plus program.

(F) Develop model course pathways, pursuant to section 3365.13 of the Revised Code, and publish the course pathways among the school's official list of course offerings for the program.

(G) Annually collect, report, and track specified data related to the program according to data reporting guidelines adopted by the chancellor and the superintendent of public instruction pursuant to section 3365.15 of the Revised Code.

Section 3365.06 | Enrollment options.

The rules adopted under section 3365.02 of the Revised Code shall provide for participants to enroll in courses under either of the options prescribed by division (A) or (B) of this section.

(A) The participant may elect at the time of enrollment to be responsible for payment of all tuition and the cost of all textbooks, materials, and fees associated with the course. The college shall notify the participant about payment of tuition and fees in the customary manner followed by the college. A participant electing this option also shall elect, at the time of enrollment, whether to receive only college credit or high school credit and college credit for the course.

(1) The participant may elect to receive only college credit for the course. Except as provided in section 3365.032 of the Revised Code, if the participant successfully completes the course, the college shall award the participant full credit for the course, but the governing entity of a public secondary school or the governing body of a participating nonpublic secondary school shall not award the high school credit.
(2) The participant may elect to receive both high school credit and college credit for the course. Except as provided in section 3365.032 of the Revised Code, if the participant successfully completes the course, the college shall award the participant full credit for the course and the governing entity of a public school or the governing body of a participating nonpublic school shall award the participant high school credit.

(B) If a course is eligible for funding under rules adopted pursuant to division (C)(1) of this section, the participant may elect at the time of enrollment for the course to have the college reimbursed under section 3365.07 of the Revised Code. Except as provided in section 3365.032 of the Revised Code, if the participant successfully completes the course, the college shall award the participant full credit for the course and the governing entity of a public school or the governing body of a participating nonpublic school shall award the participant high school credit. If the participant elects to have the college reimbursed under this division, the department shall reimburse the college for the number of enrolled credit hours in accordance with section 3365.07 of the Revised Code.

(C)(1) The chancellor of higher education, in consultation with the superintendent of public instruction, shall adopt rules specifying which courses are eligible for funding under section 3365.07 of the Revised Code.
The rules shall address at least the following:

(a) Whether courses must be taken in a specified sequence;

(b) Whether to restrict funding and limit eligibility to certain types of courses, including (i) courses that are included in the statewide articulation and transfer system, established by the chancellor pursuant to section 3333.161 of the Revised Code; (ii) courses that may be applied to multiple degree pathways or are applicable to in-demand jobs; or (iii) other types of courses;
(c) Whether courses with private instruction, as defined by the chancellor, are eligible for funding.

The rules also shall specify the school year for which implementation of the rules adopted pursuant to this division shall first apply.

(2) In developing the rules, the chancellor, in consultation with the state superintendent, shall establish a process to receive input from public and nonpublic secondary schools, public and private colleges, and other interested parties.

(D) When determining a school district's enrollment under section 3317.03 of the Revised Code, the time a participant is attending courses under division (A) of this section shall be considered as time the participant is not attending or enrolled in school anywhere, and the time a participant is attending courses under division (B) of this section shall be considered as time the participant is attending or enrolled in the district's schools.

The department of education shall calculate and pay state funds to colleges for participants in the college credit plus program under division (B) of section 3365.06 of the Revised Code pursuant to this section. For a nonpublic secondary school participant, a nonchartered nonpublic secondary school participant, or a home-instructed participant, the department shall pay state funds pursuant to this section only if that participant is awarded funding according to rules adopted by the chancellor of higher education, in consultation with the superintendent of public instruction, pursuant to section 3365.071 of the Revised Code. The program shall be the sole mechanism by which state funds are paid to colleges for students to earn transcripted credit for college courses while enrolled in both a secondary school and a college, with the exception of state funds paid to colleges according to an agreement described in division (A)(1) of section 3365.02 of the Revised Code.

(A) For each public or nonpublic secondary school participant enrolled in a public college:

(1) If no agreement has been entered into under division (A)(2) of this section, both of the following shall apply:

(a) The department shall pay to the college the applicable amount as follows:

(i) For a participant enrolled in a college course delivered on the college campus, at another location operated by the college, or online, the lesser of the default ceiling amount or the college's standard rate;

(ii) For a participant enrolled in a college course delivered at the participant's secondary school but taught by college faculty, the lesser of fifty per cent of the default ceiling amount or the college's standard rate;

(iii) For a participant enrolled in a college course delivered at the participant's secondary school and taught by a high school teacher who has met the credential requirements established for purposes of the program in rules adopted by the chancellor, the default floor amount.

(b) The participant's secondary school shall pay for textbooks, and the college shall waive payment of all other fees related to participation in the program.

(2) The governing entity of a participant's secondary school and the college may enter into an agreement to establish an alternative payment structure for tuition, textbooks, and fees. Under such an agreement, payments for each participant made by the department shall be not less than the default floor amount, unless approved by the chancellor, and not more than either the default ceiling amount or the college's standard rate, whichever is less. The chancellor may approve an agreement that includes a payment below the default floor amount, as long as the provisions of the agreement comply with all other requirements of this chapter to ensure program quality. If no agreement is entered into under division (A)(2) of this section, both of the following shall apply:

(a) The department shall pay to the college the applicable default amounts prescribed by division (A)(1)(a) of this section, depending upon the method of delivery and instruction.

(b) In accordance with division (A)(1)(b) of this section, the participant's secondary school shall pay for textbooks, and the college shall waive payment of all other fees related to participation in the program.

(3) No participant that is enrolled in a public college shall be charged for any tuition, textbooks, or other fees related to participation in the program.

(B) For each public secondary school participant enrolled in a private college:

(1) If no agreement has been entered into under division (B)(2) of this section, the department shall pay to the college the applicable amount calculated in the same manner as in division (A)(1)(a) of this section.

(2) The governing entity of a participant's secondary school and the college may enter into an agreement to establish an alternative payment structure for tuition, textbooks, and fees. Under such an agreement, payments shall be not less than the default floor amount, unless approved by the chancellor, and not more than either the default ceiling amount or the college's standard rate, whichever is less.

If an agreement is entered into under division (B)(2) of this section, both of the following shall apply:

(a) The department shall make a payment to the college for each participant that is equal to the default floor amount, unless approved by the chancellor to pay an amount below the default floor amount. The chancellor may approve an agreement that includes a payment below the default floor amount, as long as the provisions of the agreement comply with all other requirements of this chapter to ensure program quality.

(b) Payment for costs for the participant that exceed the amount paid by the department pursuant to division (B)(2)(a) of this section shall be negotiated by the school and the college. The agreement may include a stipulation permitting the charging of a participant.

However, under no circumstances shall:

(i) Payments for a participant made by the department under division (B)(2) of this section exceed the lesser of the default ceiling amount or the college's standard rate;

(ii) The amount charged to a participant under division (B)(2) of this section exceed the difference between the maximum per participant charge amount and the default floor amount;

(iii) The sum of the payments made by the department for a participant and the amount charged to that participant under division (B)(2) of this section exceed the following amounts, as applicable:

(I) For a participant enrolled in a college course delivered on the college campus, at another location operated by the college, or online, the maximum per participant charge amount;

(II) For a participant enrolled in a college course delivered at the participant's secondary school but taught by college faculty, one hundred twenty-five dollars;

(III) For a participant enrolled in a college course delivered at the participant's secondary school and taught by a high school teacher who has met the credential requirements established for purposes of the program in rules adopted by the chancellor, one hundred dollars.

(iv) A participant that is identified as economically disadvantaged according to rules adopted by the department be charged under division (B)(2) of this section for any tuition, textbooks, or other fees related to participation in the program.

(C) For each nonpublic secondary school participant enrolled in a private or eligible out-of-state college, the department shall pay to the college the applicable amount calculated in the same manner as in division (A)(1)(a) of this section. Payment for costs for the participant that exceed the amount paid by the department shall be negotiated by the governing body of the nonpublic secondary school and the college. However, under no circumstances shall:

(1) The payments for a participant made by the department under this division exceed the lesser of the default ceiling amount or the college's standard rate.

(2) Any nonpublic secondary school participant, who is enrolled in that secondary school with a scholarship awarded under either the educational choice scholarship pilot program, as prescribed by sections 3310.01 to 3310.17, or the pilot project scholarship program, as prescribed by sections 3313.974 to 3313.979 of the Revised Code, and who qualifies as a low-income student under either of those programs, be charged for any tuition, textbooks, or other fees related to participation in the college credit plus program.

(D) For each nonchartered nonpublic secondary school participant and each home-instructed participant enrolled in a public, private, or eligible out-of-state college, the department shall pay to the college the lesser of the default ceiling amount or the college's standard rate, if that participant is enrolled in a college course delivered on the college campus, at another location operated by the college, or online.

(E) Not later than thirty days after the end of each term, each college expecting to receive payment for the costs of a participant under this section shall notify the department of the number of enrolled credit hours for each participant.

(F) The department shall make the applicable payments under this section to each college, which provided proper notification to the department under division (E) of this section, for the number of enrolled credit hours for participants enrolled in the college under division (B) of section 3365.06 of the Revised Code. Except in cases involving incomplete participant information or a dispute of participant information, payments shall be made by the last day of January for participants who were enrolled during the fall term and by the last day of July for participants who were enrolled during the spring term. The department shall not make any payments to a college under this section if a participant withdrew from a course prior to the date on which a withdrawal from the course would have negatively affected the participant's transcripted grade, as prescribed by the college's established withdrawal policy.

(1) Payments made for public secondary school participants under this section shall be deducted as follows:

(a) For a participant enrolled in a school district, from the school foundation payments made to the participant's school district. If the participant is enrolled in a joint vocational school district, a portion of the amount shall be deducted from the payments to the joint vocational school district and a portion shall be deducted from the payments to the participant's city, local, or exempted village school district in accordance with the full-time equivalency of the student's enrollment in each district.

(b) For a participant enrolled in a community school established under Chapter 3314. of the Revised Code, from the payments made to that school under section 3317.022 of the Revised Code;

(c) For a participant enrolled in a STEM school, from the payments made to that school under section 3317.022 of the Revised Code;

(d) For a participant enrolled in a college-preparatory boarding school, from the payments made to that school under section 3328.34 of the Revised Code;

(e) For a participant enrolled in the state school for the deaf or the state school for the blind, from the amount paid to that school with funds appropriated by the general assembly for support of that school;

(f) For a participant enrolled in an institution operated by the department of youth services, from the amount paid to that institution with funds appropriated by the general assembly for support of that institution.

Amounts deducted under divisions (F)(1)(a) to (f) of this section shall be calculated in accordance with rules adopted by the chancellor, in consultation with the state superintendent, pursuant to division (B) of section 3365.071 of the Revised Code.

(2) Payments made for nonpublic secondary school participants, nonchartered nonpublic secondary school participants, and home-instructed participants under this section shall be deducted from moneys appropriated by the general assembly for such purpose. Payments shall be allocated and distributed in accordance with rules adopted by the chancellor, in consultation with the state superintendent, pursuant to division (A) of section 3365.071 of the Revised Code.

(G) Any public college that enrolls a student under division (B) of section 3365.06 of the Revised Code may include that student in the calculation used to determine its state share of instruction funds appropriated to the department of higher education by the general assembly.

Steps for Nonpublic School Students to Apply for College Credit Plus

The deadline is April 1 for nonpublic school students to apply for College Credit Plus funds for next school year, so time is critical.

STEP 1 - LEARN MORE ABOUT COLLEGE CREDIT PLUS AND COMPLETE YOUR SCHOOL COUNSELING REQUIREMENT

Review frequently asked questions about College Credit Plus here.

- If you still have questions, contact the Ohio Department of Education toll-free at (877) 644-6338 or via email at ccp@education.ohio.gov.

Complete the School Counseling Requirement before **the college term begins.**

- Contact your student's school counselor for this information.

Parents, please note: "The subject matter of a course enrolled in under the college credit plus program may include mature subject matter or materials, including those of a graphic, explicit, violent, or sexual nature, that will not be modified based upon college credit plus enrollee participation regardless of where course instruction occurs."

STEP 2 - APPLY TO THE COLLEGE

- Contact or check the websites of participating colleges in your area. All public and participating private colleges in the state are listed at www.ohiohighered.org/ccp.
- Apply to the college or colleges of your choice. Once admitted to a college under College Credit Plus, the college will send your student an admission letter. Upload a copy of the admission letter to your College Credit Plus Funding Application. If your student gets an admission letter from more than one college, you must upload each college's admission letter. **(See Step 3.)**

STEP 3 - SUBMIT YOUR COLLEGE CREDIT PLUS FUNDING APPLICATION

- All parents are required to establish an OH|ID account before they can apply for funding. Although, you can create an account at any time, please apply early as **it may take a few days to process the account**. Summer classes are also an option. These sessions can start as early as May, so don't delay in establishing your OH|ID account. Here's a step-by-step guide on how to create an OH|ID account and Department of Education Profile
- Anytime between **Feb. 1 - April 1 at 5:00 pm**, you can log in to your OH|ID Account and apply for College Credit Plus funding to cover your child's tuition costs. Here is a link to the College Credit Plus Funding Application Manual and additional resources.

STEP 4 - RECEIVE YOUR AWARD LETTER AND REGISTER FOR COLLEGE CLASSES

- You will receive your funding award notification within your College Credit Plus Funding Application located in your OH|ID Account before **May 5**.
- Once you receive your award notification, you can have your child register for college courses.

Section 3365.01 | College Credit Plus program definitions.

As used in this chapter:

(A) "Articulated credit" means post-secondary credit that is reflected on the official record of a student at an institution of higher education only upon enrollment at that institution after graduation from a secondary school.

(B) "Default ceiling amount" means one of the following amounts, whichever is applicable:

(1) For a participant enrolled in a college operating on a semester schedule, the amount calculated according to the following formula:

((0.83 X formula amount) / 30)

X number of enrolled credit hours

(2) For a participant enrolled in a college operating on a quarter schedule, the amount calculated according to the following formula:

((0.83 X formula amount) / 45)
X number of enrolled credit hours

(C) "Default floor amount" means twenty-five per cent of the default ceiling amount.

(D) "Eligible out-of-state college" means any institution of higher education that is located outside of Ohio and is approved by the chancellor of higher education to participate in the college credit plus program.

(E) "Fee" means any course-related fee and any other fee imposed by the college, but not included in tuition, for participation in the program established by this chapter.

(F) "Formula amount" means $6,020.

(G) "Governing entity" means any of the following:

(1) A board of education of a school district;

(2) A governing authority of a community school established under Chapter 3314. of the Revised Code;

(3) A governing body of a STEM school established under Chapter 3326. of the Revised Code;

(4) A board of trustees of a college-preparatory boarding school established under Chapter 3328. of the Revised Code;

(5) When referring to the state school for the deaf or the state school for the blind, the state board of education;

(6) When referring to an institution operated by the department of youth services, the superintendent of that institution.

(H) "Home-instructed participant" means a student who has been excused from the compulsory attendance law for the purpose of home instruction under section 3321.04 of the Revised Code, and is participating in the program established by this chapter.
(I) "Maximum per participant charge amount" means one of the following amounts, whichever is applicable:

(1) For a participant enrolled in a college operating on a semester schedule, the amount calculated according to the following formula:

((formula amount / 30)
X number of enrolled credit hours)

(2) For a participant enrolled in a college operating on a quarter schedule, the amount calculated according to the following formula:

((formula amount / 45)
X number of enrolled credit hours)
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(J) "Nonpublic secondary school" means a chartered school for which minimum standards are prescribed by the state board of education pursuant to division (D) of section 3301.07 of the Revised Code.

(K) "Number of enrolled credit hours" means the number of credit hours for a course in which a participant is enrolled during the previous term after the date on which a withdrawal from a course would have negatively affected the participant's transcripted grade, as prescribed by the college's established withdrawal policy.

(L) "Parent" has the same meaning as in section 3313.64 of the Revised Code.

(M) "Participant" means any student enrolled in a college under the program established by this chapter.

(N) "Partnering college" means a college with which a public or nonpublic secondary school has entered into an agreement in order to offer the program established by this chapter.

(O) "Partnering secondary school" means a public or nonpublic secondary school with which a college has entered into an agreement in order to offer the program established by this chapter.

(P) "Private college" means any of the following:

(1) A nonprofit institution holding a certificate of authorization pursuant to Chapter 1713. of the Revised Code;

(2) An institution holding a certificate of registration from the state board of career colleges and schools and program authorization for an associate or bachelor's degree program issued under section 3332.05 of the Revised Code;

(3) A private institution exempt from regulation under Chapter 3332. of the Revised Code as prescribed in section 3333.046 of the Revised Code.

(Q) "Public college" means a "state institution of higher education" in section 3345.011 of the Revised Code, excluding the northeast Ohio medical university.

(R) "Public secondary school" means a school serving grades nine through twelve in a city, local, or exempted village school district, a joint vocational school district, a community school established under Chapter 3314. of the Revised Code, a STEM school established under Chapter 3326. of the Revised Code, a college-preparatory boarding school established under Chapter 3328. of the Revised Code, the state school for the deaf, the state school for the blind, or an institution operated by the department of youth services.

(S) "School year" has the same meaning as in section 3313.62 of the Revised Code.

(T) "Secondary grade" means any of grades nine through twelve.

(U) "Standard rate" means the amount per credit hour assessed by the college for an in-state student who is enrolled in an undergraduate course at that college, but who is not participating in the college credit plus program, as prescribed by the college's established tuition policy.

(V) "Transcripted credit" means post-secondary credit that is conferred by an institution of higher education and is reflected on a student's official record at that institution upon completion of a course.