



PASS

**AN ALTERNATIVE EDUCATIONAL
PROGRAM**

**FOR MIDDLE SCHOOL
STUDENTS**

**DEVELOPED WITH
TITLE I MIGRANT FUNDS**

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Portable Assisted Study Sequence WISCONSIN PASS / MIDDLE SCHOOL PASS PROGRAM

Middle School PASS was developed to serve middle school students who were either credit deficient or required remediation in basic subjects. The original series consisted of 24 courses in basic subjects and was organized similar to PASS courses. Through this comparable design, migrant students could follow the same format when they enrolled in PASS.

Nearly all courses in Middle School PASS have been updated or a new series has been introduced in the last five years. A general description of Middle School PASS includes:

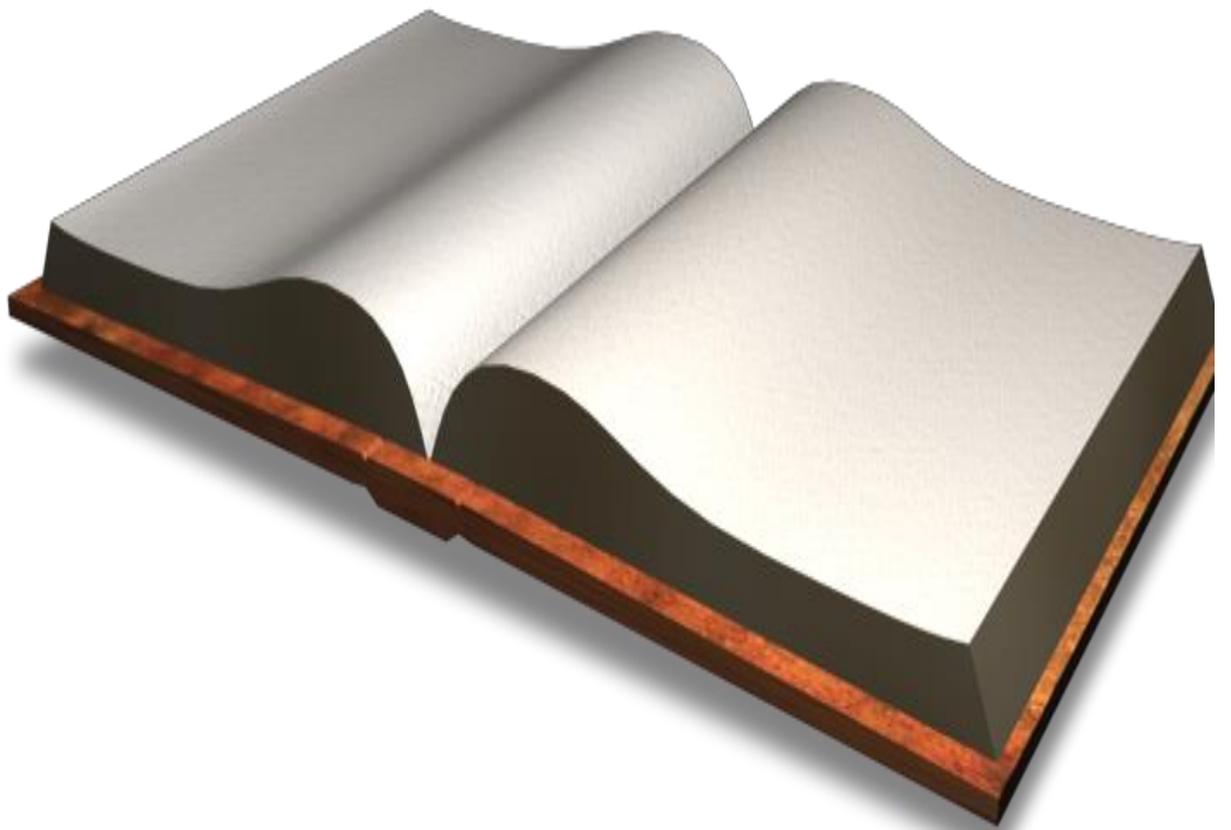
- courses designed for one semester upon completion of five units
- courses are structured for independent, semi independent, or classroom study
- assessment based on one or more tests for each unit
- progress reports based upon an agreement signed by student, teacher, and parent
- a series of courses written to supplement or replace similar classes in school systems
- courses that will serve students who have basic reading and writing skills

Middle School PASS has the capability of serving students in a variety of locations and under different types of instruction. The versatility of these packaged courses will allow students to:

- earn full or partial credit when making up credit deficiencies
- enroll in courses for improvement or enrichment as a prerequisite for graduation or promotion
- study at their own pace while moving or if they are unable to attend school on a regular basis
- combine work from either semester in conjunction with a summer session to earn credit or gain skills

Including student, teacher, and parents in designing the instructional plan ensures that a student proceed with a reasonable expectation of success whether the goal is credit or remediation. Parental interest and support of students who are enrolled in a semi-independent course arrangement may be the difference between success and failure.

**Middle School PASS
COURSE
DESCRIPTIONS**



Middle School – Reading 6A

Revised 2000

Unit I – Introduction to Story Elements

In this unit the student will be introduced to the fact that every story read will have characters, a setting, a plot, and the different styles of a writer to include the author's purpose, the author's opinion, story mood, and story vocabulary. Each of the elements will be defined with a definition and examples. This is followed by activities for student completion using each of the story elements.

Unit II – Reading Skills and the Novel

This novel, The Sign of the Beaver, allows the student to enter wholeheartedly into the life of an early pioneer family and the culture of an Indian family. It shows how the Indian way of life was challenged as white settlers moved into the area. The student will recognize the contrasts in the cultures and how the two cultures met their difficulties and triumphs. The writing techniques of the author will enhance critical reading skills, increase vocabulary, and provide models for descriptive writing. The following reading skills will be defined with examples: main idea, details, figurative language, context clues, analogy, cause and effect, homonyms, climax, and conclusions. This is followed by related activities for student completion.

Unit III – Working with Story Elements

The unit deals with the elements of the novel, The Sign of the Beaver. There are explanations and student activities that will enhance the following: vocabulary, setting, character, style, summary, and evaluation of the book. The student will be asked to write about the feelings and emotions of the characters in the book, write solutions to a problem, and write his/her own philosophy of life.

Unit IV – Constructing Meaning

This unit is a follow-up to the novel The Sign of the Beaver telling of early settlers and the Indians. The student will read about Caddie Woodlawn and her family living in Wisconsin during the 1800s. Scientific stories of the animals mentioned in the novel are included with a moral written at the end of each section. These stories convey the necessity of protecting animal life and show that everything we do has an effect on our life, whether good or bad. Student activities patterned after state mandated tests include vocabulary, sequencing, predicting, cloze procedure, charts, maps, cause and effect, and writing exercises.

Reading 6A
Scope and Sequence

Unit V – Critical Reading

In this unit the student will follow the theme of the novel and read a portion of the history of North American Indians, about brave leaders of the Indian nations, and how they reacted to the changes in their world as the white settlers moved farther and farther west. The student will read accounts of the early settlers and understand the hardships they suffered as they began their explorations in the “New World”. There is also the story of American pioneer, John Chapman, who became known as Johnny Appleseed. The student activities, patterned after state mandated tests, are based on the story selections and include: vocabulary, sequence, cloze procedure, maps, poetry, summarization, and several writing activities.

Middle School – Reading 6B

Revised 2000

Unit I – Reading Skills

The following reading skills are introduced in this unit: context, main idea, fact and opinion, inferences, and sentence completion or the cloze method. Each skill is introduced by an explanation of the skill itself, then examples are given using the skill. This is followed by activities for student completion using each skill.

Unit II – Reading Skills and the Novel

In this unit the student reads the fifty-eight page novel, Sarah, Plain and Tall. It is suggested that the student may want to read the entire novel and then complete the activities indicated by chapter in the student's book. A definition and activities will cover; plot, setting, theme, characters, and the following reading skills: similes and metaphors, cause and effect, summarization, figurative language, and analogies. The skills will be reinforced by articles about Maine and Kansas—the states discussed in the novel—and writing activities.

Unit III – Critical Reading

This unit includes scientific and historical articles that correspond to the novel the student has just read. The student activities will reinforce the reading skills learned and introduce homonyms and homophones in articles and poems about the ocean, plains, and American legends. These articles will include several vocabulary and writing exercises.

Unit IV – Tall Tales

This unit includes tall tales of Paul Bunyan, Mesquite John, Pecos Bill, and Davy Crockett. These tall tales told by settlers, reflect both the settlers' origin and the characteristics of the places they settle. There are several social studies activities that tie in with the tall tales such as Michigan and the Great Lakes, Wisconsin and the Dells, and Florida and the Everglades. Vocabulary and reading skills will be reinforced along with several writing activities.

Unit V – Poetry and Short Stories

The poems selected for this unit were chosen to stir the student's emotion by stimulating his/her imagination. Several poems were chosen using imagery and figurative language. There are several poems and short stories about Abraham Lincoln's life and death and Emily Dickinson that demonstrate to the student the extremes of the position women held during the first centuries of American Literature. There are related reading and writing activities for each poem and story.

Middle School – Reading 7A

Revised 2000

Unit I – Introduction to Story Elements

This unit introduces story elements in detail using concrete examples, some of them from the book Roll of Thunder, Hear My Cry which the student will read in the next unit. The story elements include: setting—where and when; characters and character development—description, actions, thoughts and words; plot and plot development style and form—point of view, point of view through conversation, story mood, tone, author’s purpose and opinion, theme, and story vocabulary. Each of these will be defined with a definition and examples to be followed by student activities using each element.

Unit II – Reading Skills and the Novel

The novel, Roll of Thunder, Hear My Cry, shows the terrible effects of prejudice in Mississippi in the 1930s. This story will show the student how Cassie Logan, through the events of one year, shows her character and bravery and grows to be a strong person. The student will learn about the four main elements in most stories; characters, setting, plot, and theme. The student will also learn about main ideas, details, rising action, figurative language, context clues, analogy, cause and effect, homonyms, climax and conclusion with related activities.

Unit III – Working with Story Elements

This unit deals with the elements of the novel, Roll of Thunder, Hear My Cry. There are explanations and student activities that will enhance the following: story elements—introduction, rising action, climax, falling action, and conclusion; setting—when and where; reaction of the main character, action of other characters, and consequences of action; style; personal beliefs; vocabulary; summary and evaluations.

Unit IV – Freedom for the People, Constructing Meanings

This unit follows the history of slavery in the United States from its beginnings, through the efforts of the “Underground Railroad”, events leading up to the Civil War, and on to Rosa Parks. The student will learn about the effects slavery had on our nation and how brave people worked hard for equality for all people. The student will also have activities patterned after state mandated tests reinforcing main ideas, details, and logical conclusions. The tall tale of John Henry is also included in this unit, with writing exercises.

Reading 7A
Scope and Sequence

Unit V – Martin Luther King, Jr., Critical Reading

This unit relates how one person, Martin Luther King, Jr., worked to make a difference in the struggle against inequality, civil rights, and human dignity using peaceful methods. The student will read the historical facts about Martin Luther King, Jr.'s life and work. The student will also work on fact and opinion as well as previously learned reading skills such as vocabulary, main idea, and true and false.

Middle School – Reading 7B

Revised 2000

Unit I – Reading Skills

The following reading skills are introduced in this unit: main idea, details, sequence, inferring, predicting, fact and opinion, analogies, figurative language, multiple meanings, prefixes, and suffixes. Each skill is introduced by an explanation of the skill itself, then examples are given using the skill. This is followed by activities for student completion using each skill.

Unit II – Reading Skills and the Novel

In this unit the student reads the novel, The Summer of the Swans. It is suggested that the student may want to read the entire novel and then complete the activities indicated by chapter in the student's book. In this novel, the student will experience the feelings of Sara, the sister of Charlie—a disabled and mute younger brother. A definition and activities will cover; plot, setting, characters, main ideas, vocabulary, webbing, cloze procedure, several writing exercises, and context. The skills will be reinforced by an article and activities about the whistling swan.

Unit III – Critical Writing

This unit includes biographies and autobiographies about Anne Sullivan and Helen Keller, showing what great achievements handicapped people can make and the importance of each person's life. This ties in with the novel the student has just read in the previous unit about a handicapped child. This unit also includes poems about setting goals. The student activities will reinforce the reading skills learned and includes having the student write personal goals and an autobiography.

Unit IV – Fables

In this unit the student will read several fables that teach a lesson. Many of the fables provide lessons in awareness about our fellow human beings. There are activities after each fable that emphasize vocabulary used in the fable and reading skills such as sequence, word meaning, main idea, and predicting. Each of the fables contains a moral. Some of the morals are supplied and some the student much choose from a given list. The student will also write a short fable.

Reading 7B
Scope and Sequence

Unit V – Poetry and Short Stories

In this unit the student will learn about the following types of poetry: lyric poetry, narrative poems, dramatic poetry, elegy, and concrete poetry. Examples and activities will reinforce the learning of these types of poetry. The student will then look at how the poets wrote in different ways: as an observer, a musician, a story-teller, a portrait painter, a naturalist, a teacher and inspirer, a humorist, a patriot, and dealing with eternity. The student will look at satire in poetry and in the story of The Emperor's New Clothes. There are several reading and writing activities related to the poems and reading selections.

Middle School – Reading 8A

Revised 2000

Unit I – Introduction to Story Elements

In this unit the student will be introduced to story elements using excerpts from the story, Stand and Deliver. Each of the elements will be defined with a definition and examples. This is followed by activities for student completion using the author's purpose and opinion, the theme, tone, style, plot, character development, setting, story mood, and vocabulary.

Unit II – Reading Skills

Literature provides readers with experiences of people, places, ideas, language, other cultures, and other ways of life that can rarely be obtained in other ways. In this unit excerpts from Stand and Deliver will allow the student to explore the special problems of humanity. The following reading skills will be defined with a definition and examples: main idea, details, figurative language, cause and effect, fact and opinion, story elements, climax and conclusion. This is followed by related activities for student completion.

Unit III – Working with Story Elements and the Novel

In this unit the student will read Freedom Fighter, Cesar Chavez, a book that describes the life and struggles of Cesar Chavez, a man who fought hard for farm workers. There are several activities using story elements such as setting, character, and style. There are also several vocabulary charts, summary, problem solving, and creative writing exercises.

Unit IV – Constructing Meanings

This unit is a follow-up to the book. Freedom Fighter, Cesar Chavez. The articles contain information on Cesar Chavez, pesticides, and DDT: A Classic Dilemma. Student activities patterned after state mandated tests include vocabulary, cause and effect, multiple meanings, comprehension, and writing exercises.

Unit V – Critical Reading

In this unit the student will follow the theme of the previous novel and reading selections by reading about Mexico and the culture of its people. Student activities patterned after state mandated tests include main idea, vocabulary, sequence, true or false, the cloze procedure, maps, and writing exercises.

Middle School – Reading 8B

Revised 2000

Unit I – Reading Skills

The following reading skills are introduced in this unit: cause and effect, context clues, fact and opinion, multiple meanings, analogies, figurative language, prefixes, suffixes, main idea, predicting and inferring, and sequence. Each skill is introduced by an explanation of the skill itself, then examples are given using the skill. This is followed by activities for student completion using each skill.

Unit II – Reading Skills and the Novel

In this unit the student reads the novel, The Light in the Forest. It is suggested that the student may want to read the entire novel and then complete the activities indicated by chapter in the student's book. A definition and activities will cover; plot, setting, characters, rising action, climax, and conclusion. The following reading skills are reinforced: details, context clues, cloze procedure, cause and effect, main idea, inferring, opinions, and predicting. There are also several writing exercises.

Unit III – Critical Reading

This unit includes historical articles that correspond to the novel the student has just read. The student activities will reinforce the reading skills learned and introduce map reading. There are articles about Native Americans, Lewis and Clark, the new Sacagawea dollar coin, a poem about the Oregon Trail, and an Indian legend, which include several vocabulary and writing exercising.

Unit IV – Myths

This unit includes the Greek myths: The Story of Persephone, The Touch of Midas, Echo and Narcissus, Pandora's Box, Pegasus, the Winged Horse, and The Legend of the Great Bear. This unit also includes scientific articles on what makes the seasons, lightning and thunder, and pictures in the sky as well as articles on moral issues including; the perils of being rich, narcissism, smoking, alcohol and drug abuse. There are several writing exercises for the student to express himself/herself on the moral issues.

Unit V – Poetry and Short Stories

The poems selected for this unit were chosen to stir the student's emotions by using his/her senses to feel and understand the poetry. Several poems were chosen using imagery, rhythm and rhyme, repetition, literary focus, analogy, and theme. There are several poems and short selections about folklore, Henry Wadsworth Longfellow, Florence Nightingale, Phillis Wheatley, and Carl Sandburg. There are reading and writing activities related to the poems and reading selections.

Middle School – Language Arts 5A

Developed 2003

This course incorporates grammar and literature with basic skill areas such as: reading, science, spelling and social studies. The activities encourage critical thinking and the development of comprehension skills.

UNIT I – The Journal

The student is to be encouraged to write in his/her journal every day. Although suggested writing topics are provided, the journal can consist of personal reflections.

UNIT II – Spelling

The following skills are presented in the spelling unit along with list words.

1. Compound words
2. Contractions
3. Using words correctly

UNIT III – Capitalization and Punctuation

This unit introduces vocabulary in a reading about deserts which is used in several ways to promote vocabulary development and word meaning. This unit is also devoted to capitalization and punctuation.

UNIT IV – Prefixes, Suffixes, and Fact or Opinion

This unit is devoted to prefixes, suffixes, and fact or opinion.

UNIT V – Parts of Speech – nouns, pronouns, adjectives, verbs, and adverbs

This unit is devoted to nouns, pronouns, adjectives, verbs, and adverbs.

Middle School – Language Arts 5B

Developed 2005

This course incorporates grammar and literature with basic skill areas such as: reading, science, spelling and social studies. The activities encourage critical thinking and the development of comprehension skills.

UNIT VI – The Diary

The students are encouraged to write entries in their diaries every day. Although suggested writing topics are provided, the diary can consist of personal thoughts.

UNIT VII – Spelling

The following skills are presented in the spelling unit along with list words.

1. Synonyms
2. Antonyms
3. Homonyms
4. Making words plural

UNIT VIII – Values

This unit is devoted to ideas dealing with values. Students will be reading, evaluating, and discussing ideas gleaned from a variety of sources such as: poetry, informative articles, reading selections, and fables. Students are challenged to reflect upon their own values and sharpen their decision-making skills.

UNIT IX – Main ideas, Sequence, and Cause and Effect

This unit is devoted to main ideas, sequence, and cause and effect. It also includes selections on Lewis and Clark, creating the Sacagawea dollar coin, buffalo, wild horses, and grizzly bears.

UNIT X – Setting, Plot, Style and Short Stories

This unit is devoted to settings, plots, styles, and short stories.

Middle School – Language Arts 6A

NPC - 2011

Language Arts 6A develops and strengthens reading, writing, listening, speaking, viewing, research and producing skills through the study of myths and legends, fables and fairy tales, poetry, novels, and drama. Basic language and grammar skills are infused throughout the course.

UNIT 1 – Where is Home?

1. Read and analyze *Maniac Magee* by Jerry Spinelli
2. Increase vocabulary; use of context clues
3. Examine aspects of a legend – real and imaginary
4. Identify nouns, verbs, pronouns
5. Listening exercises
6. Quick writes – read to teacher/mentor
7. Graphic organizers as preparation for writing, proofreading using C U P S
8. Poetry to go with story
9. Introduction of prefixes, base word, and suffix
10. Visualization activities
11. Figures of speech: simile, metaphor, personification, hyperbole, onomatopoeia
12. Character journal; character traits
13. Cause and effect paragraphs

UNIT 2 – Coming Together

1. Analyze *Maniac Magee*
2. Increase vocabulary, read and; use of context clues; dialect
3. Examine aspects of a legend – read and imaginary
4. Parts of a sentence: subject, verb; parts of speech: conjunctions
5. Listening exercises
6. Figurative language
7. Poetry to go with story
8. Quick writes – read to teacher/mentor
9. Homonyms
10. Writing: graphic organizers, sequence using transition words, proofreading using C U P S
11. Visualization activities
12. Sentence combining; correcting fragments

Language Arts 6A

Scope and Sequence

UNIT 3 – Exploring Reading and Writing

1. Journal entries on independent reading: summarize, opinion, predict
2. Narrative text characteristics
3. Writing narratives
4. Informational text characteristics
5. Writing to inform
6. Research on the Internet; note cards, outline, bibliography, revising proofreading
7. PowerPoint presentation
8. Descriptive text characteristics
9. Descriptive writing
10. Persuasive text characteristics
11. Persuasive writing
12. Capitalization rules and practice
13. Use of commas, semicolons, quotations marks, apostrophes – practice
14. Test taking tips and practice (S U R E; C S P O T, 5W's and the H)

UNIT 4 – An Uprooting

1. Read and analyze *Esperanza Rising* by Pam Muñoz Ryan
2. Background information of Mexico in the 1930s and the Dust Bowl
3. Exploration of migrant problems
4. Increase vocabulary; use of context clues
5. Writer's craft: exposition, flashback, foreshadowing, figurative language, symbolism, theme
6. Grammar review: verbs, nouns (common and proper)
7. Proofreading practice: grammatical errors, punctuation
8. Visualization activities
9. People who made a difference: Sandra Cisneros, Ruben Salazar, Macario Garcia
10. Character traits
11. Writing; graphic organizers, proofreading using C U P S

UNIT 5 – Heroes and Villains – Real and Imaginary

1. Read and analyze *Esperanza Rising* by Pam Muñoz Ryan
2. Racism and prejudice
3. Accomplishments of César Chávez
4. Increase vocabulary; use of context clues
5. Writer's craft: exposition, flashback, foreshadowing, figurative language, symbolism, theme
6. Sentence combining
7. Homonyms
8. Punctuation practice
9. Creative writing: graphic organizer, proofreading using C U P S
10. Comparison of the fictional Esperanza with the real Esperanza
11. Myths: Arachne, Daedalus and Icarus, King Midas of Phrygia, the Chariot of the Sun
12. Unusual creatures in mythology

Middle School – Language Arts 6B

Revised 2005

This course incorporates grammar and literature with basic skill areas such as: reading, science, spelling and social studies. The activities encourage critical thinking and the development of comprehension skills.

UNIT VI – The Diary

The students are encouraged to write entries in their diaries every day. Although suggested writing topics are provided, the diary can consist of any personal thoughts.

UNIT VII – Spelling

This unit includes the study of word endings and plurals along with spelling words.

UNIT VIII – Summarization, Sequence, Context Clues, Main Idea

This unit introduces summarization, sequence, context clues, and main idea. It also covers prefixes, suffixes, synonyms, antonyms, and homonyms. It also includes selections on dinosaurs.

UNIT IX – Subjects and Predicates

This unit is devoted to subjects and predicates, adding descriptive words, identifying and writing four kinds of sentences, reading several fables, and learning about paragraphs.

UNIT X – Capitalization and Punctuation

This unit is devoted to capitalization and punctuation; clauses, compound, complex, and compound-complex sentences; and the persuasive paragraph.

Middle School – Language Arts 7/8A

NPC - 2011

Language Arts – English 7A develops and strengthens reading, writing, listening, speaking, viewing and presenting skills, through the study of myths and legends, fables and fairy tales, poetry and life lessons, drama, and writing attitude and composition. The course is geared toward the intermediate English Language learner, who has basic English skills.

UNIT 1 –Myths and Legends

1. Review of alphabet, alphabetical order
2. Resources: dictionary, thesaurus
3. Reading myths from around the world
4. Writing a myth
5. Literary elements: theme, characters
6. Parts of speech: noun, pronoun, adjective
7. Grammar: plural and possessive nouns
8. Parts of a story
9. Writing process: prewriting, drafting, proofreading, proofreader's marks, publishing
10. Prewriting: brainstorming
11. Reading legends from around the world
12. Writing a legend
13. Spelling rules

UNIT 2 – Fables and Fairy Tales

1. Reading fables from around the world
2. Literary elements: moral
3. Reading strategies
4. Parts of speech: verbs, adverbs, prepositions, prefix, suffix, root words
5. Cause and effect
6. Grammar: verb tense
7. Capitalization
8. Punctuation: commas, quotation marks
9. Reading fairy tales
10. Compare two fairy tales
11. Spelling rules

Language Arts 7/8A

Scope and Sequence

UNIT 3 – Poetry and Life Lessons

1. Reading poems for understanding, enjoyment, and personal response
2. Literary elements of poetry: rhyme, rhythm, meter, tone, mood, repetition, figurative language
3. Explore multiple formats for poetry: haiku, clerihew, free verse, limerick, and sonnet
4. Poetic devices
5. Grammar: synonyms, antonyms, homonyms, contractions
6. Punctuation: apostrophe
7. Life of William Shakespeare
8. Life lessons: alcohol and drugs
9. Spelling rules

UNIT 4 – Drama

1. Reading a play for understanding, enjoyment, and personal response
2. Aristotle's 6 elements of drama: characters, plot, theme, music/rhythm, spectacle, dialogue
3. Prediction and inference
4. Genre and sub-genre
5. Punctuation: quotation marks
6. Literary devices: soliloquy
7. Perform a scene from a play for an audience
8. Reading strategies
9. Stage directions
10. Audience
11. Write a book report
12. Spelling rules

UNIT 5 – Writing Attitude and Composition

1. Write an essay
2. Write a short story
3. Learn to paragraph in essays
4. Learn to paragraph in stories
5. Components of a paragraph
6. Components of sentences
7. Type of sentences: declarative, exclamatory, interrogative, and imperative
8. Types of sentence errors: fragments and run-ons
9. Punctuation: period, question mark, exclamation point
10. Grammar: subject-verb agreement, conjunctions
11. Writing process: pre-writing, drafting, proofreading, proofreader's marks, publishing
12. Spelling rules

Middle School – Language Arts 7/8B

NPC - 2012

English Language Arts 7/8 B – develops and strengthens reading, writing, listening, speaking, viewing, and presenting skills, through the study of functional texts, newspaper and informational texts, biography and autobiography, persuasive and research. The course is geared toward the intermediate English language learner, who has basic English skills.

UNIT 1 – Functional Texts

1. Reading functional texts: following/giving directions, recipes, “How To” instructions, ordering from a menu
2. Writing functional texts: directions, “How To” instructions, recipes
3. Create PowerPoint and give presentation on “How To” complete a task
4. Maintaining order of events even if the text is not written in order
5. Listening: follow directions given orally, note taking

UNIT 2 – Biography and Autobiography

1. Reading biography of Dr. Martin Luther King Jr.
2. Visual aides
3. Writing a biography: research, interviewing
4. Point of view
5. Reading Autobiography of Helen Keller
6. Literary elements: voice
7. Spelling rules

UNIT 3 – The Novel: *A Wrinkle in Time*

1. Read a fictional novel
2. Reading comprehension questions
3. Literary elements: point of view, flashback, foreshadowing, suspense, imagery
4. Predictions
5. Analogies
6. Character traits
7. Elements of story: plot, conflict, theme
8. Write an essay based on text

Language Arts 7/8B
Scope and Sequence

UNIT 4 – Persuasive Texts

1. Elements of argument
2. Gathering facts: note taking skills, graphic organizers
3. Propaganda
4. Advertising
5. Literary Elements: Word Choice
6. Writing Process: prewriting, drafting, editing, publishing/presenting
7. Fact vs. opinion
8. Graphics: reading and understanding visual cues, charts, and graphs
9. Business article
10. Political cartoons
11. Sports coverage
12. Letters to the editor
13. Graphic organizers: 5W + H questions

UNIT 5 – Research Paper

1. Research skills
2. Resources
3. Valid sources
4. Note taking
5. Transitions and compound sentences
6. Format
7. Citing sources: within text, works cited page
8. Paraphrasing/summarizing
9. Plagiarism
10. Writing process: pre-writing, drafting, editing, publishing/presenting
11. Write a research paper
12. Rubrics

Middle School U. S. History A

Developed 2010

History of the United States, A and B, is a two-semester, middle school course. Part A covers the history of the Western Hemisphere, from pre-Colombian civilizations to the beginning of the 20th century. Part B begins with the early 1900s and continues to the present day. Each half of the course addresses standards in social studies (history, geography, economics and civics), in English-Language Arts (reading and writing), and in mathematics (creating and interpreting statistics, charts and graphs).

UNIT I – Prehistory to Colonization of the Western Hemisphere

1. Geography of the Western Hemisphere
2. Ice Age migrations and early civilizations
3. The empire builders
4. The science of studying history
5. Native peoples of North America: the Arctic, Pacific Northwest, basin, and plateau regions
6. The southwest and Great Plains regions
7. The mound builders, eastern woodlands, and southeast regions
8. The age of discovery – first contact
9. Cultures in contrast: the Columbian exchange
10. The colonization of the new world: the Spanish and French create empires
11. The English come to North America
12. The thirteen English colonies
13. Comparing the European colonies in North America

UNIT 2 – The French and Indian War to the Constitutional Convention

1. The French and Indian War
2. Relations with Great Britain change
3. The road to the Revolutionary War
4. The Revolutionary War
5. Independence
6. The Revolutionary War continues to its end
7. A look back at the Revolutionary War
8. Founding fathers of a new nation
9. The new nation: the critical period
10. Making a new plan of government
11. The U.S. Constitution: A bundle of compromises
12. The road to ratification
13. The Bill of Rights

Middle School U.S. History A

Scope and Sequence

UNIT 3 – The Constitution

1. Overview of the U.S. Constitution
2. Article I: The Legislative Branch
3. Article II: The Executive Branch
4. Article III: The Judicial Branch
5. Articles IV - VI
6. Check and Balances: The Federal System
7. State governments and Constitutions
8. Local government
9. How a bill becomes a law
10. The legal process
11. Constitutional rights in action
12. National symbols
13. Citizenship in the United States

UNIT 4 – The New Nation, 1789 – 1865

1. The new government begins
2. Solving financial problems and interpreting the Constitution
3. George Washington's precedents and legacy
4. The Federalists and Democratic Republicans
5. The age of Jefferson
6. Domestic and foreign conflicts
7. The industrial revolution in America
8. Growth and expansion under the Republicans
9. The Age of Jackson
10. "From Sea to Shining Sea"
11. Sectionalism grows into conflict
12. Sectional differences lead to war
13. The Civil War

UNIT 5 – The United States Comes of Age: 1866 to 1910

1. Reconstruction
2. The realities of reconstruction in the south
3. The rapid growth of the west
4. The Native American way of life ends
5. The end of the frontier
6. The United States becomes an industrial giant
7. Big business – The empire builders
8. The rise of the labor unions
9. Immigration
10. Reform movements
11. The New Manifest Destiny
12. Theodore Roosevelt and relations with Latin America
13. The United States at the turn of the century

Middle School U. S. History B

Developed 2012

History of the United States, A and B, is a two-semester, middle school course. Part A covers the history of the Western Hemisphere, from pre-Colombian civilizations to the beginning of the 20th century. Part B begins with the early 1900s and continues to the present day. Each half of the course addresses standards in social studies (history, geography, economics and civics), in English-Language Arts (reading and writing), and in mathematics (creating and interpreting statistics, charts and graphs).

UNIT I – World War I to the Great Depression

1. The Progressive Party and the early 20th century
2. World War I
3. The United States enters World War I
4. The United States at war
5. Wilson's fourteen points and the Treaty of Versailles
6. A return to normalcy and economic boom
7. Reform and the age of intolerance
8. The Roaring Twenties – a new national culture emerges
9. From boom times to hard times – the beginning of the Great Depression
10. The end of Laissez Faire: the government tries to help
11. The New Deal – more than a temporary solution
12. Pros and Cons of the New Deal
13. Essay on New Deal programs

UNIT 2 – World War II and the Cold War

1. The rise of dictatorships in the 1930s
2. Another world war
3. World War II: the home front
4. Fighting World War II
5. The defeat of the Japanese – World War II ends
6. The Holocaust and other war crimes
7. The Cold War
8. Fighting the Cold War around the world
9. The Cold War's effect on American society
10. Postwar policies: 1945 – 1960
11. American society in the 1950s
12. The civil rights movement begins
13. The Cold War essay

Middle School U.S. History B

Scope and Sequence

UNIT 3 – The 1960s – 1980s: Social Turmoil & Cold War Changes

1. The 1960s begin
2. The Cold War continues/the end of Camelot
3. Lyndon Baines Johnson – the great society years
4. The civil rights movement continues
5. Other minorities fight for their rights
6. The War in Vietnam
7. The Nixon years
8. Watergate
9. The Ford Presidency
10. Jimmy Carter
11. Conservatives take charge
12. Foreign policy under Ronald Reagan
13. The 1960s vs. the 1980s

UNIT 4 – The Current Era

1. At the end of the Cold War
2. The Gulf War
3. The Clinton years: foreign policy – America's new role
4. Terrorism
5. Domestic issues and policies
6. George W. Bush
7. 9/11
8. Responses to 9/11
9. The Bush Presidency after 9/11
10. Barack Obama – economic programs
11. President Obama's foreign and domestic policies
12. The Decades Project
13. Preparing your report and presentation

UNIT 5 – Being American in the 21st Century

1. The U.S. as a global power
2. The U.S. economy – a global view
3. Globalization
4. Effects of globalization – beyond the economics
5. Immigration
6. Migrant workers
7. Modern American society
8. The business of America is business
9. Modern entrepreneurs
10. Personal finance
11. The technology explosion
12. The future of the planet and your role in it
13. Education and you

Middle School – Life Science 7A

Revised 2001

The purpose of this course is to give the student some tools for examining our living world. The student should discover that there are definite approaches to finding out about living things.

UNIT I – Introduction to Science, Skills and Methods

1. Scientists and the scientific method
2. Equipment and apparatus
3. Classification of living things

UNIT II – Life Processes

1. Cells and cell parts
2. Cell division
3. Heredity and genetics
4. Health and diseases

UNIT III – Diseases

1. Contagious
2. Non-contagious

UNIT IV – Plants

1. Plant structure and function
2. Seed producing plants, moss, and ferns
3. Plant reproduction
4. Products made from plants

UNIT V – Animals (Invertebrates)

1. Sea animals, including sponges, mollusks, and cnidarians
2. Arthropods
3. Crustaceans

Middle School – Life Science 7B

Revised 2001

This course gives the student some tools for examining our living world. The student should discover that there are definite approaches to finding out about living things.

UNIT VI – Animals (Vertebrates)

1. Fish
2. Amphibians
3. Reptiles
4. Birds
5. Mammals
6. Endangered species

UNIT VII – Systems of the Body

1. Skeletal system
2. Circulatory system
3. Digestive system
4. Reproductive system
5. Lymphatic system

UNIT VIII – Health Concepts

1. First aid
2. Substance abuse
3. Emotional health

UNIT IX – The Biomes of North America

1. Tundra
2. Coniferous forests
3. Deciduous forests
4. Grasslands
5. Deserts
6. Aquatic

UNIT X – Ecology

1. Food Chains and webs
2. Ecosystems
3. Endangered animals

Middle School – Earth Science 8A

Revised 2007

This course gives the student some tools for examining our world. This includes studying about the earth—in, on and surrounding it. The student should discover that there are definite approaches to finding out about the various features of our world.

UNIT I – Fossils, Rocks and Minerals

In this unit, students will study the science skills, the scientific methods of inquiry and the role their senses play in helping them investigate data and formulate ideas to solve problems. They will also learn about fossils, rocks, and minerals.

UNIT II – Water

This unit deals with our valuable resource—water. Students will learn about the water cycle, its various sources, uses, and its availability. They will also learn about water's value to life, how it is being polluted at various levels, and what they can do to help conserve it.

UNIT III – The Earth

In this unit, students will study the layers of the earth, use map skills, learn about the theory of plate tectonics, and understand the three main land forms—mountains, plains, and plateaus—and their characteristics.

UNIT IV – the Atmosphere

This unit covers the part of our earth that we call the atmosphere. Without our atmosphere, we would not have what is needed for life to exist here on earth. Students will learn about the layers of atmosphere, air pressure, winds and weather.

UNIT V – The Solar System

In this unit, students will study the part of our earth that we call the solar system—our sun and all the planets and other objects that revolve around the sun. This unit will primarily deal with the eight planets, our moon, and three dwarf planets.

Middle School – Earth Science 8B

Revised 2008

This course lets students delve a little deeper into different aspects of our universe. These include the areas of astronomy, space exploration, natural disasters, environmental pollution, and some of the natural wonders of the world.

UNIT VI – Astronomy

In this unit, students will study about our universe through astronomy. They will concentrate primarily on the stars, constellations, comets, asteroids, meteoroids, and other solar systems.

UNIT VII – Space Exploration

Man has dreamed of space travel for years. In this unit, students will study about the process involved in actually accomplishing this dream. They will learn about: the development of rockets, astronauts, missions, satellites, space probes, the Hubble Telescope, space shuttles, and space stations.

UNIT VIII – Natural Disasters

Natural disasters change people's lives and can also make quite sudden and drastic changes to the surface of the earth. Students will learn about several kinds of natural disasters including hailstorms, fog, blizzards, avalanches, tropical cyclones, hurricanes, tornadoes, monsoons, tsunamis, floods, drought, earthquakes, and volcanoes. Specific examples are given so students will be able to see how individual's lives are affected.

UNIT IX – Environmental Pollution

This unit deals with one of our valuable resources—our environment. This includes air, water, and land. Students will learn about what causes pollution, some of the consequences, and ways that it can be prevented or reduced. They will also look at ways of conserving our natural resources.

UNIT X – Natural Wonders of the World

In this unit, students will study about some of the natural wonders of the world—from some of our own country's most interesting and exciting national parks, to places in Africa, Turkey, New Zealand, Russia, Mexico, Ireland, Australia and Canada.

Middle School – Math 6A

NPC – 2009

Math 6 is divided into two parts, Math 6A and Math 6B. Both parts are each divided into 5 units with 14 lessons per unit. Each unit teaches concepts and strategies that are recommended for 6th grader students in the mathematical standards for many states, as well as the National Council of Mathematics.

Unit 1 – Whole Numbers and Integers

This unit investigates the integer system and its properties.

UNIT 2 – Rational Numbers

The rational number system focuses on fractions, decimals, and percents. This unit focuses on performing operations with the rational number system.

UNIT 3 – Statistics

This unit focuses on collecting, organizing, and graphing data.

UNIT 4 – Probability and Measurement

Probability focuses on chance and determining the outcome of specific events. Measurement focuses on different units, and how to use tools of measurement.

UNIT 5 – Geometric Figures

The unit focuses on properties of different geometric shapes. We use tools and formulas to calculate perimeter, circumference, area, and volume of two and three dimensional objects.

Middle School – Math 6B

NPC – 2009

Math 6 is divided into two parts, Math 6A and Math 6B. Both parts are each divided into 5 units with 14 lessons per unit. Each unit teaches concepts and strategies that are recommended for 6th grader students in the mathematical standards for many states, as well as the National Council of Mathematics.

Unit 1 – An Intro to Algebra

The unit focuses on developing the concept of a variable, and using variables to solve for unknown quantities in an equation or inequality.

UNIT 2 – Using Algebra as a Tool

Building on concepts in Unit 1, variable use is extended to solve problems with rates, proportions, and to develop formulas describing and numeric patterns.

UNIT 3 – Transformational Geometry

This unit develops a method of studying geometry through rigid movements in the plane.

UNIT 4 – Review

Important concepts of 6A and 6B are condensed and re-taught with a fresh approach.

UNIT 5 – Math in Careers

To answer the important question “when will I use this?” this unit investigates how most every profession makes use of mathematics.

Middle School – Math 7A

Original

In this course concepts and skills are introduced or reintroduced through step by step examples provided in the student activity book. These are followed by practice exercises with the answers given upside down on the following page. Once the student is confident that he/she knows the skill he/she does the follow up activity. For immediate reinforcement purposes the answers to the odd numbered problems of each activity are provided in the “Appendix” of the student activity book. A “Reteach” activity is provided for each skill for students needing additional practice or for review purposes as indicated from the results of the review test. Each unit has both a review and unit test. The reteach section is also designed for use by students failing the unit test.

UNIT 1 – Whole Numbers

The unit reviews and extends the student’s understanding and use of place value, number comparisons, writing numbers from words, rounding and expanded numbers. The addition, subtraction, multiplication and division of whole numbers are highlighted in this unit.

UNIT 2 – Decimals

The unit is a study of the meaning, place value, comparisons, and rounding of decimals. It includes the four basic operations – adding, subtracting, multiplying and dividing – with decimals (including multiplication and division by multiples of ten).

UNIT 3 – Fractions: Multiplying & Dividing

The unit reviews the meaning of fractions, equivalent fractions, common denominators, improper fractions and mixed numbers. Practice in multiplication and division of fractions and mixed numbers is provided. A shortcut in multiplying and using reciprocals in dividing fractions is also present.

UNIT 4 – Fractions: Adding & Subtracting

Addition and subtraction of fractions and mixed numbers with the same and different denominators are reviewed and expanded. Changing fractions to decimals and decimals to fractions as well as the concept of repeating decimals is also reviewed.

UNIT 5 – Math Operations

The unit reviews and expands learning of the order of operations, using exponents, divisibility of numbers by 2, 3, 5 or 10, factoring, prime factorization, using exponents and finding factors for numbers; greatest common factor, common multiplies, least common multiplies and prime and composite numbers.

Middle School – Math 7B

Original

In this course concepts and skills are introduced or reintroduced through step by step examples provided in the student activity book. These are followed by practice exercises with the answers given upside down on the following page. Once the student is confident that he/she knows the skill he/she does the follow up activity. For immediate reinforcement purposes the answers to the odd numbered problems for each activity are provided in the “Appendix” of the student activity book. A “Reteach” activity is provided for each skill for students needing additional practice or for review purposes as indicated from the results of the review test. Each unit has both a review and unit test. The reteach section is also designed for use by students failing the unit test.

UNIT 6 – Addition, Subtraction, Multiplication & Division

The unit reviews and provides practice in operations of addition, subtraction, multiplication and division of whole numbers, decimals and fractions.

UNIT 7 – Ratios, Proportions & Percent

The unit reviews and extends the student’s knowledge and use of ratios, proportions and percent. The procedures for interchanging fractions, percents and decimals as well as finding the percent of a number and a number when percent is given are also reviewed and practiced.

UNIT 8 – Geometric Forms

The unit reviews basic geometric terms, lines, points, segments, polygons and quadrilaterals. It also reviews measuring and classifying angles and triangles and identifying solid figures. The student is introduced to bisecting segments and angles as well as the construction of congruent segments and angles.

UNIT 9 – Measurement

This unit reviews the formulas for finding perimeters; and the areas of rectangles, squares, triangles and parallelograms. The student is introduced to the parts of a circle and how to find the circumference and area of circles. Also introduced is finding the volume of rectangular prisms, cylinders and cones.

UNIT 10 – Integers

This unit introduces integers and the comparison, adding, subtracting, multiplying and dividing of them. Practice in the four basic operations with integers is provided.

Middle School – Math 8A

NPC – 2008

Math 8 is divided into two parts, Math 8A and Math 8B. Both parts are each divided into 5 units with 14 lessons per unit. Each unit teaches concepts and strategies that are recommended for 8th grade students in the mathematical standards for many states, as well as the National Council of Teachers of Mathematics. A description of each of the five units in Math 8A is below.

UNIT 1 – Real Numbers

This unit investigates the real number system and its properties.

UNIT 2 – Algebraic Expressions

Algebra may be used to help us solve many problems in our everyday life. In order to use algebra effectively, you must learn to translate the language you speak everyday into algebraic form, perform appropriate operations within this algebraic form, and then translate the result back into your everyday speaking language.

UNIT 3 – Factoring, Linear Equations, and Inequalities

This unit focuses on factoring algebraic expressions, writing and solving linear equations, and writing and graphing inequalities on a number line.

UNIT 4 – Functions and Systems

Functions, equations of lines, and systems of equations are the main focus of this unit.

UNIT 5 – Probability and Statistics

Theoretical and experimental probability will be explored in the first part of this unit. The second part focuses on graphs and other ways to present statistical data.

Middle School – Math 8B

NPC – 2008

Math 8 is divided into two semesters, A and B. Each semester is divided into 5 units with 14 lessons per unit. Each unit teaches concepts and strategies that are recommended for 8th grade students in the mathematical standards from many states, as well as the National Council of Teachers of Mathematics. The five units in Math 8B address the following concepts.

Unit 1 – Angles and Polygons

Plane Geometry is studied and explored in this unit. Algebra is also used in conjunction with Geometry to solve problems.

Unit 2 – Coordinate Geometry, Circles, and Graph Theory

The coordinate plane is used to calculate measurements and solve applications involving coordinate geometry. Circles, locus of points, and graph theory are also explored.

Unit 3 – Transformational Geometry

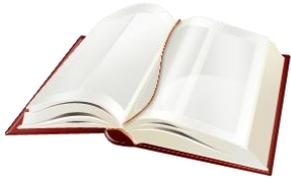
This unit focuses on transformations on the coordinate plane. Translations, reflections, rotations, and dilations will be explored. Congruent and similar figures are studied, as well as constructions.

Unit 4 – Measurement

Measurements involving both two- and three-dimensional figures are calculated, including perimeter, area, volume, and surface area. Conversions are also studied in this unit.

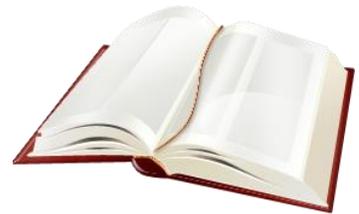
Unit 5 – Logic

A variety of logic statements are studied and analyzed, including compound statements, conditional statements, and biconditional statements. Deduction and induction are used to solve puzzles.



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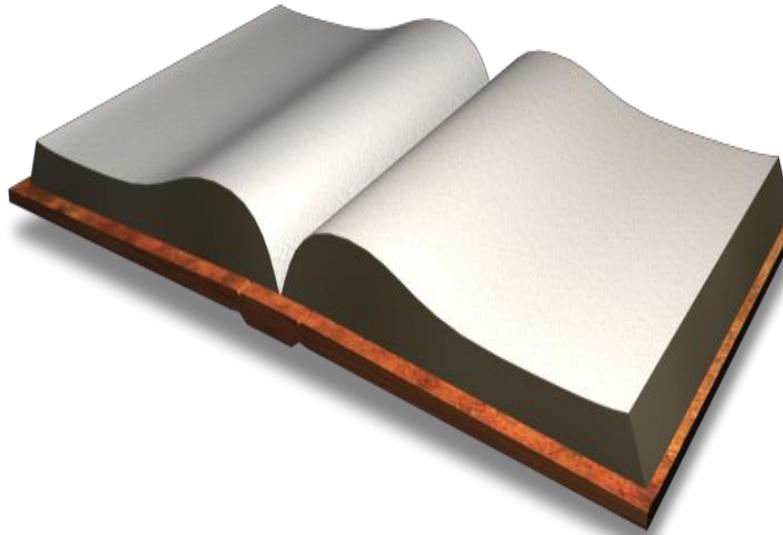
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