

Junior High Honors Program Differentiated Curriculum Guide



Grade and Subject	Traditional Course Description	Honors Course Description
7th Grade English	English 7 students will perform the following tasks throughout each school year: (a) learn about the parts of speech, sentence structure, and paragraph formation via direct instruction and activities, (b) read grade level literature as a class in order to learn the elements of written communication, (c) write for multiple purposes, with specific target goals for each piece, and (d) present work and other findings to the class individually and in small groups, in order to increase oral communication skills.	Honors English 7 students will perform the following tasks throughout the school year: (a) learn the parts of speech, sentence structure, and paragraph formation via more advanced and faster paced analysis and synthesis techniques, (b) read above grade level literature in small learning groups in and out of class in order to learn the elements of written communication, with a greater emphasis on critical thinking, research, and synthesis, (c) write for multiple purposes, with more advanced target goals for each piece and a stronger emphasis on research and critical thinking, and (d) Present work and other findings to the class individually and in small groups, in order to increase oral communication skills, with a higher expected standard of preparedness and execution and a greater emphasis on research.
Standard Example:	Standard 1: Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.	
Activity Example:	Students will have weekly spelling tests that address commonly confused words. As most words are homophones (<i>e.g., its, it's</i>) students must know the spelling, definition, and proper usage of each word.	Honors students will have weekly spelling lists that contain more advanced and above-grade level words (<i>e.g., coagulate, facsimile</i>) . Each week's words will be categorized into groups by their Greek or Latin roots. Students will be tested on each word, root spelling, and definition as well as proper usage in written expression.
7th Grade Science	Seventh Grade Integrated Science focuses on a theme of structure to help students understand the world around them. Five main concepts relating to structure will be covered including: (1) the structure of matter as atoms and molecules, (2) density and how it affects the structure of Earth, (3) the structure of life including cells, organs and organ systems, (4) the structure of genes and how traits are passed from parent to offspring, and (5) how structure is used to develop classification systems, particularly for living things. Seventh grade science will also provide a foundation for students to learn about the nature of science through hands-on inquiry, laboratory experiments and projects.	Seventh Grade Honors Integrated Science will focus on the same themes and objectives as traditional Seventh Grade Science. Students in this course will be further challenged to discover and achieve through increased creativity, rigor, inquiry, and reflection. For example, students will develop ideas through more inquiry based learning activities such as asking questions and writing their own experimental procedures to find answers to those questions. Students will also use a science journal throughout the year to record observations, inferences, experimental designs, and conclusions. Honors students will also be required to complete a science fair project (with the option of competing in the district science fair) and/or participate in Science Olympiad.
Standard Example:	Standard 1: Students will understand the structure of matter.	

Activity Example:	Students are presented classroom notes on the history of the atomic theory. Students are then asked to create a timeline of the information including each scientist and a brief description of their discovery. Ex: Ernest Rutherford in 1908 discovered that atoms were mostly empty space with a dense nucleus in the center.	Students conduct an investigation that relates to Ernest Rutherford's experiment in which he discovered that atoms are mostly empty space. Students try to identify a hidden shape under a raised pie tin by rolling marbles and recording where the marbles bounce off or roll through. Students will then read about Rutherford's experiment and reflect through writing about how his discovery relates to their investigation and our current understanding of atomic structure.
7th Grade Utah Studies	Utah Studies: Students will be introduced to a study of significant events, people, diverse cultures, and issues that have influenced the development of Utah. The course will focus on historical, social, political, and economic factors that have occurred in Utah. Special emphasis will be given to improving the students' geographic knowledge of the state as well as their awareness of current issues that affect Utah's future development.	Utah Studies Honors: This course will be expanded by individual and group research and inquiry. Students will delve into the depth and complexities that make up Utah's complex history and geography. This course will focus on developing higher levels of processing/thinking and reading/writing through the use of primary sources. The students will demonstrate knowledge through individual and group processing a variety of creative, critical, causal, interpretive and reflective skills.
Standard Example:	Standard 2: Students will understand the contributions of Native American Indians, explorers, and Utah's pioneers.	
Activity Example:	Students will take notes and work on maps. Each tribal group will be discussed and outlined.	Honor students will research each of Utah's native groups and present their findings. This includes their group's history up to and including present day. Visiting guest speakers and use of primary documents will provide enrichment and depth.
8th Grade English	Throughout the year, students can expect to increase skills in reading, writing, listening, and speaking through a variety of activities. Usage, mechanics, and vocabulary will be taught in context with literature and language based units. This course is aligned with the Utah State Core Curriculum and Davis School District Language Arts Curriculum.	This course is designed in compliance with the Utah State Core Curriculum and Davis School District Language Arts Curriculum. Throughout the year, students can expect to increase skills in reading writing, listening, and speaking through a variety of activities. Usage, mechanics, and vocabulary will be taught in context with literature and language based units. Honors English is an accelerated course that will focus on the mastery of literature and language. Students will comprehend literature by differentiating the uses of literary elements in narrative texts. Honors English provides increased rigor in writing, reading, presenting, and inquiry. Students can expect rapid movement through course materials resulting in expanded literature and writing opportunities.
Standard Example:	Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text. Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.	
Activity	Student will read/perform <i>The Diary of Anne Frank</i> .	In addition to reading <i>The Diary of Anne Frank</i> in class, students will read

Example:		the memoir <i>Night</i> , a true account of Elie Wiesel during the Holocaust. In class, students will participate in meaningful class discussions about the themes of the book. Students will write an expository essay based on themes of <i>Night</i> .
8th Grade Science	Eighth Grade Integrated Science focuses on two themes: change and energy. Four main concepts relating to change and energy will be covered including: (1) chemical and physical changes of matter, (2) energy in ecosystems and organisms through the processes of photosynthesis and respiration, (3) the processes and energy involved in reshaping the Earth, (4) the energy required to change the motion of objects.	Eighth Grade Honors Integrated Science will focus on the same themes and objectives as traditional eighth grade science. In this course, students will be further challenged to discover and achieve through inquiry based learning activities such as asking questions and writing their own experimental procedures to find answers to those questions. Students will also use a science journal throughout the year to record observations, inferences, experimental designs, and conclusions. Honors students will also be required to complete a science fair project (with the option of competing in the district science fair) and/or participate in Science Olympiad.
Standard Example:	Standard 1: Students will understand the nature of changes in matter. Objective 1: Describe the chemical and physical properties of various substances. Indicator b: Classify substances based on their chemical and physical properties (e.g., reacts with water, does not react with water, flammable or nonflammable, hard or soft, flexible or nonflexible, evaporates, or melts at room temperature.)	
Activity Example:	Students will identify the chemical and physical properties of common substances such as paper, oil, water, metal and wood.	Students will investigate chemical and physical properties of elements and relate the structure of the periodic table to the properties of the elements.
8th Grade US History	This course will center on the development of the United States from colonization through the Civil War. The cause and effect of historical events on the beliefs and attitudes of American citizens and the contributions of the various national, religious, ethnic, and gender groups will be analyzed. Students will relate events and patterns of the past to issues today. Students will focus on improving their skills in the areas of writing, research, organizing and analyzing information.	Honors US History will focus on the same themes and objectives as the traditional 8 th grade US History course. Through written and verbal expression, students will be able to analyze and articulate their knowledge of U.S. History from Pre-Columbus through Westward Expansion. By using research methods and accessing primary sources, students will have the opportunity to study historical events, present a personal history and record an oral history. In addition, students will identify and discuss the relevance of contemporary issues to historical patterns.
Standard Example:	Standard 5: Students will understand the significance of the American Revolution in the development of the United States.	
Activity Example:	Students will create a timeline of events leading up to the American Revolutionary War.	Students will compare, analyze, and evaluate the causes, events, and outcomes of the American Revolution with those of other revolutions; e.g. French, Mexican, African Independence Movements.

9th Grade English	English 9 curriculum complies with the Utah State Core Standards and District DESK Standards. This course focuses on the continuing development of reading and writing. The course will include exposure to multiple genres, persuasive writing strategies, research techniques, and oral presentation. Usage, mechanics, and vocabulary will be taught in context with literature and language-based units.	Honors English 9 will focus on the same standards and objectives as English 9. In honors English, students will have more opportunities to practice higher level thinking, reading, and writing skills due to an increase in rigor, inquiry, and reflection. Honors students are expected to be independent learners, read above ninth grade level, and have superior writing ability. Students can expect rapid movement through course materials resulting in expanded literature and writing opportunities.
Standard Example:	Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.	
Activity Example:	Students will follow and answer guided questions created by the teacher while reading “An Introduction to the Odyssey” by David Adams Leeming.	Honors students will use the <i>Question Answer Relationships</i> (QAR) reading strategy to <u>create</u> and answer <i>In the Book</i> and <i>In My head</i> questions while reading “An Introduction to the Odyssey” by David Adams Leeming.
9th Grade Science Options	<p>9th Grade Earth Systems focuses on the following concepts:</p> <ul style="list-style-type: none"> • Scientific evidence supports theories that explain how the universe and solar system developed • Features of earth’s evolving environment and how it affects living systems • Gravity, density, and convection move earth’s plates and this movement impacts other earth systems • Water cycles through and between reservoirs in the hydrosphere and affects the other spheres of earth systems • Earth’s atmosphere interacts with and is altered by the lithosphere, hydrosphere and biosphere • Source and distribution of energy on earth and its effects on earth systems 	Honors Earth Systems students will be challenged to extend their creativity as they hypothesize and plan their ideas and topics for designing and conducting all experiments. Furthermore, students will integrate and organize collected data to compare and summarize their results as they communicate their findings with their peers. Emphasis will be placed on synthesizing, analysis, and reflection. Students will develop ideas through inquiry based learning activities, analytically applying concepts, and accurately and meaningfully communicating their observations and conclusions. Honors students will also be required to complete a science fair project (with the option of competing in the district science fair) and/or participate in Science Olympiad.
Activity Example:	Students will look at how light energy from the sun is converted into heat energy by various materials.	Honors students will investigate ways to create a device or model that utilizes different materials that can absorb and retain energy efficiently.
Biology	(Biology is a separate course offering)	Biology covers a wide range of content including biochemistry, cells, cell division, genetics, DNA, evolution, ecology, and comparative anatomy. Students enrolled in this class must possess advanced reading and writing skills. The class will move at a rapid pace, requiring a high volume of class notes and independent study by the student. There will be a significant laboratory focus, providing the opportunity for hands on work by the student. The labs will encourage analytical thinking and scientific reasoning skills. Honors students will also be required to complete a science fair project (with the option of competing in the district science fair) and/or participate in Science Olympiad.

Standard Example:	<p>Students will understand that all organisms are composed of one or more cells that are made of molecules, come from pre-existing cells, and perform life functions.</p> <p>Objective: Investigate the structure and function of cells and cell parts. c. Describe how the transport of materials in and out of cells enables cells to maintain homeostasis (i.e., osmosis, diffusion, active transport).</p>	
Activity Example:	<p>In the Biology course, we discuss different factors that influence diffusion such as temperature and concentration. The discussion includes a more in-depth look at why diffusion is affected by these factors. To illustrate diffusion, the students complete a lab that explores the effect of either temperature or concentration on the rate of diffusion. The lab groups will choose which factor to explore. They will also design the experiment including the procedure and the data table. An extra day will be given to experiment with lab materials so that a specific procedure can be developed. The students will run the lab according to their procedure. Finally, the students will write a lab evaluation, conclusion, and analysis in their lab notebooks.</p>	
AP Human Geography	(AP Human Geography is a separate course offering)	<p>AP Human Geography This is a full-year course offering for 9th Grade Honors Social Studies students. The AP course will include in-depth study of Human Geography topics. Not only will students gain knowledge of place-name geography and a basic understanding of world cultures, they will also learn about population issues, economic geography, urbanization, globalization, and political geography. This is an advanced course which will prepare students to take the AP Geography test in the spring. Students who choose to take and pass the AP exam may receive college credit. Prerequisites include good work ethic, strong writing skills, and demonstrated excellence in social studies classes. Students will analyze informational texts from the real world and apply geographic models.</p>
Standard Example:	<p>Students will analyze informational texts from the real world and apply geographic models.</p>	
Activity Example:	<p>AP Human Geography In a Human Geography course, Brazil would be referenced during units on Population, Resources, Migration, Language, Religion, and Urban and Rural Settlement patterns, as it appeared within larger global patterns.</p>	
Algebra II	(Algebra II is a separate course offering)	<p>This is a rigorous, in-depth math course. Algebra II builds on the concepts learned in elementary algebra and geometry. Students will continue their study of the real number system, the fundamental concepts of trigonometry, and explore the transformation of functions. New concepts include properties of the real and complex number system, logarithms, graphs of trigonometric functions and trigonometric identities, rational expressions and equations, and probability and statistics. Students will be challenged to discover and achieve through increased rigor, inquiry, and reflection. They will also be required to think critically and analytically in order to generate new and creative ideas for problem solving. Additionally, honors students will become active explorers in order to communicate</p>

		<p>concepts that cross into other disciplines. Students will be required to write an essay on a famous mathematician who is also a famous scientist. This essay will then be submitted to their English, science and math teachers.</p>
<p>Standard Example:</p>	<p>Standard 3: Students will use algebraic, spatial, and logical reasoning to solve trigonometric and geometric problems. Objective 2: Determine radian and degree measures for angles.</p> <ul style="list-style-type: none"> a. Convert angle measurements between radians and degrees. b. B. Find angle measures in degrees and radians using inverse trigonometric functions, including exact values for special triangles. 	
<p>Example:</p>	<p>Honors students will use their knowledge of right triangle trigonometry to solve problems that have application in the adult working world, such as measuring an unknown distance. They will look critically at units being used to determine the best fit to solve complex problems. They will do this by explaining why certain mathematical models should be used in various math situations.</p>	