

# Moving On Up! Implementing Core Knowledge At The Middle School Level

**Grade Levels:** 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Administrators and Teachers

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## **I. ABSTRACT**

There are many issues that must be considered when implementing the Core Knowledge curriculum in a middle school or junior high setting. This presentation will identify and address those issues by sharing my experiences in this process when the sequence was expanded to include seventh and eighth grade at my school. I will also use my experiences as a consultant to provide information and examples from other schools. I will discuss specific topics that deal with factors which may help or hinder implementation of the sequence, such as: schedules, staff utilization, middle school concept vs. junior high organization, cross teaming situations, how exploratory, special education, and activities' teachers fit in, resources, integrating state frameworks, staff development, and many other ideas and suggestions to assist you in the implementation process.

## **II. Organization and Philosophy of the School**

### **A. Middle School Concept**

1. Block and/or flexible block schedule
2. Students are grouped heterogeneously into families or teams
3. Teachers are assigned to one group or team of students
4. Students see the academic teachers in their team only, plus specialists
5. Teachers have one or two teaching preparations per day
6. Teachers have common planning time with their team daily, or on a regular basis
7. Most specialists see students from more than one grade level, or group, daily
8. Emphasis is placed on addressing the needs of each group, with as much attention as possible to meeting individual needs.
9. Emphasis is placed on teachers meeting academic needs by having a daily team plan of academics in which connections are made across the curriculum often, and integration of the disciplines is encouraged.
10. Class periods vary in length, from 40 minutes to 90 minutes. They may change from one day to the next, based on decisions made by the team of teachers.

### **B. Junior High School**

1. Students' schedules are arranged so that they are not in classes with the same group of students each period, or portion of the day.
2. Class periods are usually 40-48 minutes in length every day.
3. Teachers may teach more than one grade level and three or more subjects each day
4. Teacher planning time varies by teacher, with few opportunities to plan with other teachers at their grade level. Teacher planning time is usually limited to one period per day of approximately 45 minutes in length
5. Teachers have little or no opportunity to extend their class period or to change the daily schedule when needed.

- C. Philosophy
  - 1. What is your purpose
  - 2. Academic standards, expectations
  - 3. What are you willing to sacrifice?
  - 4. How far will you go to achieve your expectations?

### **III. Establishing a Clear Vision**

- A. What do you want to accomplish?
- B. Staff buy-in, how to get everyone involved, and ownership of the curriculum
- C. Who will be the leader and how will he/she lead?
  - 1. Who will be the key players?
  - 2. What will be their roles?
- D. Identifying and overcoming obstacles
  - 1. Staff development
  - 2. Funding your needs, creative budgeting, pulling money out of the hat
  - 3. Working with those who are allergic to change
  - 4. Getting central office on board
  - 5. Parent buy-in and support
  - 6. Being the instructional leader

### **IV. State Standards / Frameworks, Local Objectives**

- A. Where are they? What are they? What are you going to do with them?
  - 1. Identify all of the standards and make sure all teachers are on the same page at every grade level
  - 2. Determine which learning outcomes are to be taught at every grade level
- B. How do they fit into the core knowledge curriculum?
  - 1. Are they aligned with, or connected to the content?
  - 2. If not, do I leave out any of the core knowledge or state standards to teach the Core Knowledge content?
- C. How is integration of the standards and core knowledge content possible?
- D. What are teachers to do if the content and standards do not match at every grade?
  - 1. Vertical Alignment – Plan across grade levels
  - 2. Horizontal Alignment – Plan across the disciplines
- E. Connecting instruction and assessment...if you change what you teach and how you teach, you will need to change what you assess and how you assess.
  - 1. Take students to a higher level of thinking...Bloom's Taxonomy
  - 2. Use a variety of teaching and assessment strategies

### **V. How to include Special Education and the Specialist Teachers in the Core Knowledge Curriculum**

- A. Establish a month-by-month plan for every subject
- B. Start by making one or two connections across the curriculum
- C. Provide productive time for academic and specialists to collaborate on both short and long range plans
- D. Establish methods of weekly communication across the disciplines and grades
- E. Group students so that they are not "cross-teamed" for specialists
- F. Share resources and ideas regularly, use your in-house experts

- G. Share the work among your best students in groups where special education students are assigned tasks that they can complete.
- H. Teach the same concept two different ways, or, give students a choice of tasks to complete.

**VI. Finding the Resources, an Important Key...the Search is on!**

- A. In the school setting
  1. The school librarian-“Long live the Queen!”
  2. Classroom collections
- B. The Community
  1. Local library
  2. Bookstores
  3. Resource people
- C. Children’s literature, fiction
- D. Funding –“Show me the money”
- E. Developing “The Plan”
  1. Implementation plan
  2. Resources- needs assessment
  3. Instruction
- F. Staff Development
- G. Thinking outside of the box
- H. Role of the Principal – **INVOLVED**

**VII. Staff Development**

- A. Establish a plan for year
- B. In-house vs. outside training
- C. Finding the time...during the school day, after school, other
- D. Core Knowledge Foundation Staff Development Programs
  1. Overview
  2. Getting Started
  3. Lesson Planning
  3. Unit Writing
  4. Implementation and Analysis
  5. Site Visits

**VIII. Handouts**

Appendices A-G

**IX. Bibliography**

Hirsch, E.D. Jr., *Cultural Literacy*. New York, New York: Vintage Books, 1988. 0-394-75843-9.

Hirsch, E.D. Jr., *The Schools We Need; Why We Don’t Have Them*. New York, New York, Doubleday, 1996. 0-385-48457-7.

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Johnson, Spencer, *Who Moved My Cheese*. New York, New York. G.P. Putnam’s Sons, 1998. 0-399-14446-3.

Mackley, Timm, *Uncommon Sense; Core Knowledge In The Classroom*. Alexandria, Virginia, Association for Supervision and Curriculum Development, 1999. 0-87120-361-8.

**Appendix A—Moving on Up! Implementing C.K. in the Middle School  
Middle School Concept and Junior High Philosophy**

	<b>Middle School Concept</b>	<b>Junior High Philosophy</b>
Staffing	Teams	Departments
Planning Time	Daily Grade Level or Team Collaboration	One Period, Not all teachers at that grade level or group
Student Grouping	Grouped by the team of teachers they see daily.	Grouped according to subjects, ability, or other
Academic Instructional Time	Larger blocks of time. Teachers may change it weekly to fit their needs	Usually divided into periods that have a specific time requirement everyday.
Special Classes Art, P.E., Music, Band, Technology, Ind. Tech. Careers, Typing, etc...	Entire team of students are at Specialists at same time each day	Students may be mixed with students from other groups or homerooms, or grade levels.
Instructional Focus	Interdisciplinary, integration across curriculum. Having a general knowledge of the big picture for that grade level.	Limited integration. Teacher may have several daily preparations. Teachers are often subject-matter specialists
School wide Goals	Emphasis on giving attention to addressing the many needs of adolescence and their stages of development	More focus on subject-area content
Structure	More flexible in schedule and time restraints. There are few bells, students are with fewer teachers for longer time periods.	Class schedules are relatively uniform. Bells signal class changes. Students see more teachers each day.

## Appendix B-Moving on Up! Implementing C.K. At The Middle School Level

### School Wide Strategies

#### Steps to Success:

##### Finding the TIME-

Issues	Solutions
1. Organizational: A. Team and departmental meetings B. Checking on status of feeder schools C. District and state curriculum D. By end of 3 <sup>rd</sup> year Core Knowledge is fully implemented	1. Give up advisory 2. List feeder schools trained in Core Knowledge 3. Meetings to communicate about Core Knowledge 4. Plan with team members, media specialists 5. Common planning times 6. Computers at home to help with organization 7. Network with other Core Knowledge schools 8. Obtaining resources 9. Supplement homework with Core Knowledge 10. Plan relevant field trips, speakers, assemblies
2. Time for additional training	I 1. Built-in teacher work days
3. Time to cover materials in year	12. Teacher retreats, on volunteer basis, with paid stipends
4. Time for additional training	13. Block scheduling - longer time periods 14. Adjust master schedules 15. Faculty meetings (2 per month) devoted to Core Knowledge planning 16. Have day training on Core Knowledge with substitutes (grade level, departmental and district-wide) For example, all 6 <sup>th</sup> grade social studies teachers. 17. Two planning periods 18. Grade level Field Day with a series of planned events outside with physical education teacher-, allowing, for example, 6 <sup>th</sup> grade teachers to meet and plan at a common time

Appendix B Continued-Moving on Up! Implementing C.K. At The Middle School Level  
**School Wide Strategies**

**Steps to Success:**

**2. Identifying RESOURCES**

<b>Issues</b>	<b>Solutions</b>
1. Books for Core Knowledge	1. Flex money
2. Unlimited photocopying with machines that have paper, toner and in working condition	2. Corporate donations
3. TVNCR, computer with Internet connections in every room	3. Networking together
4. School and public library	4. Buy reference materials
5 Money for printed materials and supplies	5. <u>Books to Build On</u>
6. Shared resources - within building, eventually school to school	6. <u>Realms of Gold</u> - one per student per grade level
7. Contact person at the Administration Building who deals with Core Knowledge	
8. Dean of Instructions should receive training in Core Knowledge (clarity of job description)	
9. Every student should have a textbook in each subject area.	
10. District office-need for Curriculum and Instruction Department to be available for support	
11. Guest speakers - tap into your own staff/school for guest speakers	
12. If you are teaching more than one grade level, you should get resources for all the grade levels you are teaching.	

Appendix B Continued-Moving on Up! Implementing C.K. At The Middle School Level  
**School Wide Strategies**

**Steps to Success:**

**3. Involving businesses and the community**

<b>Issues</b>	<b>Solutions</b>
1. Lessons that involve community resources	1. Donations
2. Appoint one key person to try to get money	2. Mentors - College of Educations, FBI, Foreign Language Students, ESL, Adopt a Grandparents
	3. Adopt a school
	4. Oklahoma Bar Association - lesson plans, speakers, PACE
	5. Junior Achievement
	6. Political leaders
	7. Parents - from diverse cultural backgrounds
	8. Career Day
	9. Field Trips - Tinker, General Motors
	10. Retired teachers/librarians
	11. Senior Citizens Center
	12. 1 church - I school
	13. Hospital
	14. Professors at colleges
	I S. High School Honor students visit Middle Schools
	16. Education majors- student visits; credit for observations
	17. Bookstores -- college and local, trying to get free books
	18. School registry at local bookstores
	19. Public Librarians
	20. Seek foundations for mini-grants
	21. Museums
	22. Art collections

Appendix B Continued-Moving on Up! Implementing C.K. At The Middle School Level  
**School Wide Strategies**

**Steps to Success:**

**4. Involving and communicating with PARENTS.**

<b>Issues</b>	<b>Solutions</b>
1. Communicating and getting parents involved in the building	<ol style="list-style-type: none"><li>1. Parents as speakers</li><li>2. Write a letter informing what is being studied and ask for supplies to be donated</li><li>3. Newsletter outlining topics, photographs, could offer services</li><li>4. Communicate through a survey with parents, making parent directory that offer services</li><li>5. PTA and PTO</li><li>6. Plays - present play to those who have helped or donated</li><li>7. Student behavior contract</li><li>8. Student recognition assembly</li><li>9. Spanish translators for parents conferences, assemblies, etc.</li><li>10. Phone in each room; voice mail</li><li>I 1. Introduction letter mailed out to parents</li><li>12. Classroom parent; similar to "home room mom</li><li>13. Volunteer program within the school</li><li>14. Offering evening classes for parents to learn about Core Knowledge</li></ol>

Appendix B Continued-Moving on Up! Implementing C.K. At The Middle School Level  
**School Wide Strategies**

**Steps to SUCCESS:**

**5. ASSESSING student learning:**

<b>Issues</b>	<b>Solutions</b>
Required Assessment: 1. ITBS 2. CRT 3. Algebra I - end of term 4. Writing Test 5. Special Education IEP assessment 6. Reading placement	Optional: 1. Oral presentations 2. Projects 3. Students as teachers 4. Students as tutors 5. Posters 6. Baseball cards- just the facts on one side; picture on the other 7. Student made games 8. Portfolios 9. Journals 10. Student criteria assessment 11. Research papers 12. Pre/post tests 13. Teacher made tests 14. Scantron tests 15. Mock trials 16. Accelerated Reader 17. Scholastic's Reading Counts

## Appendix B Continued-Moving on Up! Implementing C.K. At The Middle School Level School Wide Strategies

### Steps to Success

#### 6. Using TECHNOLOGY.

Issues	Solutions
1. Need for technology and the training to use it	<ol style="list-style-type: none"><li>1. Technology training and demonstrations</li><li>2. Scantrons</li><li>3. Overheads with screens</li><li>4. Computers (with CD-ROM's, headsets and speakers) with software</li><li>5. Internet</li><li>6. Movies</li><li>7. Power Point software</li><li>8. Large screen projector</li><li>9. Digital camera</li><li>10. microscope projector</li><li>11. Computer labs with technicians</li><li>12. Video cameras and VCRs</li><li>13. TV's</li><li>14. Access to school computer files</li><li>15. Interactive video between schools</li><li>16. Tape recorders with headsets</li><li>17. Document scanners</li><li>18. Fax machine</li></ol>

#### 7. Other issues to think about ...

Budgets for software

Additional money for site licensed, for computer software

Test-taking skills

Study skills

Note-taking skills

Motivation for faculty

On-going support, continual training and stick with it (District and Building level)

Appendix C-Moving on Up! Implementing C.K. At The Middle School Level

6th Grade

Social Studies, Language Arts and Visual Arts

Cross Curricular

Sunshine Standards

Local Curriculum

Core Knowledge

**SS.A. 1.3.3**

Knows how to impose temporal structure on historical narratives

**Reads Literary Works**  
The student will analyze literary works as they apply to the issues and people from the geographical or historical period being studied.

**Language Arts:** Recommended reading  
Ancient Greece:

Illiad and Odyssey by Homer

Ancient Rome:

Julius Caesar by William Shakespeare

Appendix C Continued-Moving on Up! Implementing C.K. At The Middle School Level  
7<sup>th</sup> Grade Math

Sunshine Standards

District Curriculum

Core Knowledge

MA. C. 1.3.1

understands the basic properties of, and relationships pertaining to, regular and irregular geometric shapes in two and three dimensions

identify, describe, classify, and compare two- and three-dimensional geometric figures

develop and enhance spatial sense by constructing a variety of geometric figures

1. Geometry

A. Three Dimensional Objects

1. Describe and construct simple right prisms, cylinders, cones and spheres using the concepts of parallel and perpendicular
2. Calculate the surface areas and volumes of these objects

B. Symmetry

1. Construct plane figures that exhibit symmetry about a line and symmetry about a point
2. Demonstrate by measurement both kinds of symmetry

C. Angle Pairs

1. Construct parallel lines and a transversal using a compass and straight edge
2. Understand vertical angles, congruent angles, complementary angles, supplementary angles, adjacent angles, corresponding angles, and alternate interior and alternate exterior angles.

D. Triangles

1. Demonstrate that the sum of the interior angles of a triangle equals 180 degrees
2. Review the characteristics of right, equilateral and isosceles triangles
3. Construct a circle that circumscribes a triangle using compass and straight edge

E. Area: Know and be able to use the area formulas for these figures:

1. Parallelogram
2. Triangle
3. Circle
4. Trapezoid

Appendix C Continued-Moving on Up! Implementing C.K. At The Middle School Level  
8<sup>th</sup> Grade Visual Arts

Sunshine Standards	District Curriculum	Core Knowledge
VA.C.1.3.2		
understands the role of the artist and the function of art in different periods of time and in different cultures	students identify, describe, and demonstrate a variety of art styles in historical and cultural contexts	<ol style="list-style-type: none"> <li>1. Painting Since World War 1               <ol style="list-style-type: none"> <li>a. Jackson Pollock: "Number 1, 1950 ,or "Painting, 1948"; abstract Expressionism</li> <li>b. Willem de Kooning: "Woman and Bicycle"</li> <li>c. Mark Rothko: "Ochre and Red on Red" or "Orange and Yellow"</li> <li>d. Helen Frankenthaler "Wales" or "Blue Atmosphere"</li> <li>e. Andy Warhol: "Campbell's Soup Can," "Marilyn"; Pop Art</li> <li>f Roy Lichtenstein: "Whawn" or "Thinking of Him"</li> <li>g. Romare Bearden: "She-Ba"</li> <li>h. Jacob Lawrence: a work from his "Builder" series or "Migration of Negroes"series</li> </ol> </li> <li>11. Photography               <ol style="list-style-type: none"> <li>a. Edward Steichen: "Rodin With His Sculptures 'Victor Hugo' and 'The Thinker'"</li> <li>b. Alfred Steiglitz: "The Steerage"</li> <li>c. Dorothea Lange: "Migrant Mother, California"</li> <li>d. Margaret Bourke-White: "Fort Peck Dam"</li> <li>e. Ansel Adams: "Moonrise, Hernan dez, New Mexico"</li> <li>f. Henri Cartier-Bresson: "The Berlin Wall"</li> </ol> </li> </ol>

Appendix D-Moving on Up! Implementing C.K. At The Middle School Level  
Core Knowledge  
Yerger Middle School

Summary of Team Sessions May 17 & 18

Core Knowledge Consultant: Bob Matthews

**Suggested Connections for Core and Encore Teachers:**

**Physical Education**

1920's, the Charleston Dance: 7th. History-1920's

Track: Math--Standard or Metric measurements, Time, distance, rate, estimation,

7<sup>th</sup> Science--energy in relation to exercise and metabolism

**Health**

7th. Science--energy in relation to exercise and metabolism,

7th. Science--DNA and genetics

8th. Science--Respiration

**Art**

Math--scale, measuring & mixing, tessellations, space figures 3-D,

7th. Lang. Arts--illustrating haiku poetry

8th. Lang. Arts--Illustrations

(plus those mentioned in the CK sequence)

**Journalism**

Math--setting up columns and other formats for newspapers

Lang. Arts--writing articles, editorials, , publishing student poems and other forms of writing

Art--illustrations, designs ideas

**Drama**

8th. Lang. Arts--Shakespeare, speeches by J.F.K and M.L.K. Jr. Other connections to literature and writing

**Music**

7th. Lang. Arts--poetry-ballads, lyrics, rhyme

7th History--Jazz and Blues, Big band, Math-beat, notes (fractions), measures

8th. science-sound waves

Math—Consumer math

Language arts—Reading for information, completing forms, grammar, locating information

**Career Orientation**

Math—Construction, geometry, measurement

Language Arts—Grammar skills, writing skills, resumes

Appendix E-Moving on Up!Implementing C.K. At The Middle School Level  
 Yerger Middle School Yearly Plan  
 Year 2000-01 Grading Period: 1<sup>st</sup>

Subject Science	Grade 8 <sup>th</sup> Grade
Core Knowledge	Arkansas Framework
	Instruments: Use Associate a scientific instrument to its use. SAT-9
	Graphs: Converting Data to Graphs Convert data presented in a chart or table to a graph SAT-9
	Scientific Information/Charts/Graphs Interpret scientific information from graphs and charts LS.1.2, ES.1.4, PS.1.4
	Physical Science/Math Demonstrate how physical science is connected to mathematics (analyze collected data). PS.3.2
	Instruments: Microscope Make predictions about how a microscope works. SAT-9
PHYSICS –(Motion) Velocity and speed The velocity of an object is the rate of change of its position in a particular direction. Speed is the magnitude of velocity expressed in distance covered per unit of time. Changes in velocity can involve changes in speed or direction or both.	
Average speed = total distance traveled divided by the total time elapsed Formula: speed = distance/time (S+D/T) Familiar units for measuring speed: miles or kilometers per hour	
FORCES The concept of force: force as a push or pull that produces a change in the state of motion of an object: Examples of familiar forces (such as gravity, magnetic force) A force has both direction and magnitude. Measuring force: expressed in units of mass, pounds in English system, newtons in metric system	
Unbalanced forces cause changes in velocity. If an object is subject to two or more forces at once, the effect is the net effect of all forces. The motion of an object does not change if all the forces on it are in balance, having net effect zero.	

Appendix E Continued	
<p>The motion of an object changes in speed or direction if the forces on it are unbalanced having net effect other than zero.</p>	
<i><b>Core Knowledge</b></i>	<i><b>Arkansas Framework</b></i>
<p>To achieve a given change in the motion of an object, the greater the mass of the object the greater the force required.</p>	
<p><b>DENSITY AND BUOYANCE</b>            When immersed in a fluid (i.e. liquid or gas), all objects experience a buoyant force.            The buoyant force on an object is an upward (counter-gravity) force equal to the weight of the fluid displaced by the object.            Density = mass per unit volume            Relation between mass and weight (equal masses at same location have equal weights)</p>	
<p>How to calculate density of regular and irregular solids from measurements of mass and volume            The experiment of Archimedes</p>	
<p>How to predict whether an object will float or sink</p>	
<p><b>WORK</b>            In physics, work is a relation between force and distance: work is done when force is exerted over a distance.            Equation: Work equals Force x Distance            (W = F x D)            Common units for measuring work: foot-pounds (in English system), joules (in metric system; 1 joule = 1 newton of force x meter of distance)</p>	
<p><b>ENERGY</b>            In physics, energy is defined as the ability to do work.</p>	
<p>Energy as distinguished from work            To have energy, a thing does not have to move.            Work is the transfer of energy.</p>	
<p>Two main types of energy: Kinetic and potential            Some types of potential energy: gravitational, chemical, elastic, electromagnetic            Some types of kinetic energy: moving objects, heat, sound and other waves</p>	
<p><b>Energy is conserved in a system</b></p>	

## **Appendix F--Moving on Up!Implementing C.K. At The Middle School Level**

### **Core Knowledge Lesson Plan Civil Rights**

#### **A. Daily Objectives**

##### **1. Lesson Content**

Civil Rights Movement... Events at Birmingham, Alabama, 1962, Martin Luther King Jr., Civil Rights Organizations

##### **2. Concept Objective**

Students will recognize the significance of the work and life of Martin Luther King Jr. and the impact that he had on the civil rights movement and upon the United States.

##### **3. Skill Objectives**

Strand: Citizenship:

6.1.12 Students will be able to explain the historical and current impact on American policy of racial, religious, ethnic, etc... diversity.

Strand: Interdependence

Students will demonstrate an understanding of how people, cultures, and systems are connected.

1.1.11 Recognize and develop a positive self concept and role as a participant in a larger community.

#### **B. Resources**

1. All The People by Joy Hakim
2. "King: I have a dream" video
3. Dictionary of Cultural Literacy by E.D. Hirsch
4. Photos That Made History by E. Wakin, D. Wakin

#### **C. Prepare Background Notes**

#### **D. Key Vocabulary (attached)**

#### **E. Procedures and Activities**

1. Students will read orally pp. 95-102 in All The People and discuss the reading.
2. Key terms and phrases will be defined and recorded by students during the discussion. The speech by Martin Luther King Jr, "I have a dream..." will be read by the teacher or a student.
3. Upon completing activities one and two, students will create a poem describing the term "brotherhood." They may use any of the forms of poetry from the list they have received. Students will write their poem on a paper plate. Upon completing their poem, students will illustrate the poem on the other side of the plate. The completed project will be hung up as a mobile.

#### **F. Evaluation / Assessment**

1. Oral Summary, question and answer period
2. Rubric use for the poem project
3. Journal Entry on topic

Appendix G- **Moving on Up! Implementing C.K. in the Middle School  
Core Knowledge Resources**

**6<sup>th</sup> Grade Science**

<b><u>Name of Book</u></b>	<b><u>Publisher, Copyright</u></b>
Science Interactions (Textbook)	Glencoe, 1995
Destinations in Science, Energy and Motion	Addison Wesley, 1995
Destinations in Science, Energy and Resources	Addison Wesley, 1995
Human Biology and Health	Prentice Hall, 1993
Exploring the Universe	Prentice Hall, 1997
Cells, Building Blocks of Life	Prentice Hall, 1997
Seeds of Change	Addison Wesley, 1992
The Great Seed Mystery	N.K. Lawn and Garden, 1992
How Leaves Change	Lerner Publications, 1986

**6<sup>th</sup> Grade Math**

<b><u>Name of Book</u></b>	<b><u>Publisher, Copyright</u></b>
Saxon 7 / 6 (Textbook)	Saxon, 1992

**6<sup>th</sup> Grade Language Arts**

<b><u>Name of Book</u></b>	<b><u>Publisher, Copyright</u></b>
Realms of Gold, Volume 1*	Core Knowledge Foundation, 2000
The Iliad	Steck-Vaughn, 1991
The Odyssey	Steck-Vaughn, 1991
Julius Caesar	Steck-Vaughn, 1991

\*Contains all of the short stories and poems, essays, speeches, and autobiographical excerpts in the 6<sup>th</sup> grade Core Knowledge Sequence. It also includes additional classic works in each genre.

Appendix G Continued-Moving on Up! Implementing C.K. in the Middle School  
Core Knowledge Resources

**6<sup>th</sup> Grade Social Studies**

<u>Name of Book</u>	<u>Publisher, Copyright</u>
Food & Feasts in Ancient Rome	New Discovery Books, 1994
The Greeks	Silver Burdette Press, 1989
The Romans	Silver Burdette Press, 1989
Survival in The Desert	Avon Books, 1993
America's Past & Promise (Textbook)	Houghton Mifflin, 1995
America at Work-Industrial Revolution	Cobblestone, 1981
American Immigrants Part II	Cobblestone, 1983
The Harlem Renaissance	Cobblestone, 1991
The Day the Woman Got the Vote	Scholastic, 1994
Viva Mexico	Steck-Vaughn, 1993
Teddy Roosevelt	Cobblestone, 1986
Story of Henry Ford, The Auto	Children's Press, 1990
The Punic Wars	Lucent books, 1996
The Italian Americans	Chelsea House, 1996
The Japanese Americans	Chelsea House, 1996
The Jewish Americans	Chelsea House, 1996
The Polish Americans	Chelsea House, 1996
The Irish Americans	Chelsea House, 1996
The Mexican Americans	Chelsea House, 1996
The German Americans	Chelsea House, 1996
New Kids in Town	Scholastic, 1989
Teddy Roosevelt	Troll, 1986
Famous Dates	Cobblestone, 1985
In The Year of The Boar & Jackie Robinson	Harper Trophy, 1984
Ancient Greece	Kids Discover, 1997
Explorers	Kids Discover, 1997
Roman Empire	Kids Discover, 1997
Athens & Sparta	Cobblestone, 1989
Growing Up in Ancient Greece	Troll, 1994
Growing Up in Ancient Rome	Troll, 1994
Welcome to America (American Herald)	Steck-Vaughn, 1989
Across the Centuries (Textbook)	Houghton Mifflin, 1994
The Lowell Mill Girls	Discovery Enterprises, 1991

Appendix G Continued **Moving on Up! Implementing C.K. in the Middle School  
Core Knowledge Resources**

**7<sup>th</sup> Grade Science**

<b><u>Name of Book</u></b>	<b><u>Publisher, Copyright</u></b>
Principles of Science	Merril, 1986
Matter: Building blocks of the Universe	Prentice Hall, 1997
Chemistry of Matter	Prentice Hall, 1997
Human Biology And Health	Prentice Hall, 1997
Parade of Life	Prentice Hall, 1997
DNA Is Here To Stay	Carolrhoda Book, Inc. 1993
Heredity: The Code of Life	Prentice Hall, 1997
Exploring Earth's Weather	Prentice Hall, 1997
Weather	Kids Discover, 1994
Tornadoes	Kids Discover, 1994
Weather and Climate	Usborne, 1992

**Teacher Resources and Activity Books:**

<b><u>Name of Book</u></b>	<b><u>Publisher, Copyright</u></b>
Solids, Liquids, and Gases	Milliken, 1994
Jr. Boom Academy	Wild Goose, 1992
Desk Top Science	Wild Goose, 1994
Physical Science Activities 2-8	Parker Publishing, 1986
3-2-1 Contact Video Series	Child Television W-S, 1991
Cow Eyes, Beef Hearts, and Worms	Wild Goose, 1992
Vertebrate Phylogeny	Milliken
Heredity and Embryology: A Study Of Genetics	Good Apple, 1980
Waters of the Earth	Milliken
Mammals	Mark Twain, 1993
Physical Science	Frank Schaffer, 1994
Easy Chemistry	Teacher Created Materials, 1994
Focus on Scientists	Teacher Created Materials, 1994
Physical Science	Good Apple, 1993
Biological Science	Frank Schaffer, 1994

Appendix G Continued-Moving on Up! Implementing C.K. in the Middle School  
Core Knowledge Resources

**7<sup>th</sup> Grade Math**

<u>Name of Book</u>	<u>Publisher, Copyright</u>
Mathematics, Application and Connection, Course 2	Glencoe, 1995
Saxon 8 / 7	Saxon, 1997
Saxon 7 / 6	Saxon, 1997
Real Life Math	Schaeffer, 1993
Math Games and Activities	Schaeffer, 1993

**7<sup>th</sup> Grade Language Arts**

<u>Name of Book</u>	<u>Publisher, Copyright</u>
Realms of Gold, Volume 2*	Core Knowledge Foundation, 2000
English Level 7	McGraw Hill, 1989
The Call of The Wild	The Perfection Form Co., 1979
Dr. Jeckyl & Mr. Hyde	Random House, 1994

\*Contains all of the short stories and poems, essays, speeches, and autobiographical excerpts in the 7<sup>th</sup> grade Core Knowledge Sequence. It also includes additional classic works in each genre.

**7<sup>th</sup> Grade Social Studies**

<u>Name of Book</u>	<u>Publisher, Copyright</u>
From Colonies To Country	Oxford University Press, 1995
War, Peace, and All That Jazz	Oxford University Press, 1995
An Age of Extremes	Oxford University Press, 1995
Don't Know Much About History	The Hearst Corporation, 1990
The Timetables of History	Simon & Shuster, 3 <sup>rd</sup> Edition
The Russian Revolution	Lucent Books, 1994
The Invasion of Normandy	Lucent Books, 1996
World War II- The Pacific Theatre	Discovery Enterprises, LTD
The Great Depression	Children's Press
The American Nation (Textbook)	Prentice Hall, 1989
The Last Tsar	Double Day, 1993
Japan Emerges	Double Day, 1993

Appendix G Continued-**Moving on Up! Implementing C.K. in the Middle School  
Core Knowledge Resources**

**8<sup>th</sup> Grade Science**

<u><b>Name of Book</b></u>	<u><b>Publisher, Copyright</b></u>
Sound and Light	Prentice Hall, 1994
Electricity and Magnetism	Prentice Hall, 1997
Achieving Competence in Science	Amsco School Publications, 1993
Environmental Science Ecosystems	Globe-Fearon , 1995
How Plants Live and Grow	Modern Curriculum Press, 1993
Thomas Edison: The Great American Inventor	Eisen, Durwood & Co., 1987
Earth Science for Every Kid	John Wiley and Sons, Inc. 1991
Earthquakes & Volcanoes: Destructive Forces Of Nature	Mark Twain Media, 1994
Mountains of Fire: The Nature of Volcanoes	Press Syndicate, 1992
Earthquakes	John Wiley and Sons, Inc. 1993
The Changing Earth	Milliken Publishing
Planet Earth	Usborne Publishing, 1991
How Come?	Workman Publishing, 1993
700 Science Experiments for Everyone	Doubleday, 1962
TOPS Learning Systems: Sound	TOPS Learning Systems, 1990
Light And Sound	Creative Teaching Press, 1996
TOPS Learning Systems: Light	TOPS Learning Systems, 1991
Eyewitness Science: Light	Dorling Kindersley, Inc. 1992
Science Workshop: Light, Color, and Lenses	Shooting Star Press, 1995
Electricity and Magnetism	Usborne Publishing, 1993
Eyewitness Science: Electronics	Dorling Kindersley, Inc. 1993
TOPS Learning Systems: Electricity	TOPS Learning Systems, 1990
Science Workshop: Magnetism	Shooting Star Press, 1993
TOPS Learning Systems: Magnetism	TOPS Learning Systems, 1991
Science Workshop: Electricity	Shooting Star Press, 1993

**8<sup>th</sup> Grade Math**

<u><b>Name of Book</b></u>	<u><b>Publisher, Copyright</b></u>
Making the Grade (Workbook)	Curriculum Associates, Inc., 1994
Mathematics Connections	Glencoe, 1996
Pre-Algebra	Merrill, 1992
Saxon Algebra ½	Saxon, 1998

Appendix G Continued-Moving on Up! Implementing C.K. in the Middle School  
Core Knowledge Resources

### 8<sup>th</sup> Grade Language Arts

<u>Name of Book</u>	<u>Publisher, Copyright</u>
Realms of Gold, Volume 3*	Core Knowledge Foundation, 2000
Animal Farm	Penguin Books, 1996
The Good Earth	

\*Contains all of the short stories and poems, essays, speeches, and autobiographical excerpts in the 8<sup>th</sup> grade Core Knowledge Sequence. It also includes additional classic works in each genre.

### 8<sup>th</sup> Grade Social Studies

<u>Name of Book</u>	<u>Publisher, Copyright</u>
All The People	Oxford University Press, 1995
Walking for Freedom	Steck-Vaughn, 1993
Days of Courage	Steck-Vaughn, 1993
Freedom Fighters-Malcom X	Globe-Fearon, 1994
Four Against The Odds	Scholastic, 1992
I Have A Dream	Scholastic, 1986
Timelines-1960's	Macmillan, 1989
A Wall of Names	Random House, 1991
The Persian Gulf War	Lucent books, Inc., 1991
Who Shot the President?	Random House, 1988
The Assassination of John F. Kennedy	Children's Press, 1992
Photos That Made U.S. History	Walker and Company, 1993
Decisions and The African-American Experience	Mark Twain, 1993
Marching Toward Freedom	Chelsea House, 1994
Teaching With Documents	Library of Congress, 1989
Encyclopedia of The Presidents	Scholastic, 1994
United states in the Twentieth Century	Scholastic, 1995
The Presidency	Salamander Books, 1996
The Vietnam War	Lucent books, Inc., 1991
Dictionary of Cultural Literacy	Houghton Mifflin, 1993
One Nation Many People	Globe-Fearon, 1995
Issues in U.S. History	Globe-Fearon, 1996
Adventures From 1930's-1960's	J. Weston Walch, 1991
The Sixties	Michael Friedman Publishing Group, 1992
The Korean War	Lucent Books, 1991
The Civil Rights Movement	Globe-Fearon, 1997
African-Americans in U.S. History	Fearon/Janus, 1990
United States History	Globe-Fearon, 1986
The Vietnam War	Globe-Fearon, 1997