

## Harlan County Schools Curriculum Guide Arts and Humanities Grade 8

Time Frame	Core Content and Implied Skills (Unpack the standards)	Essential Questions	Assessments	Activities and Resources
<p><b>Unit One</b></p> <p><b>Purposes of the Arts</b></p> <p><b>Two Weeks</b></p> <p><b>Purposes of the Arts</b></p> <p><i>Purposes of the Arts is weighted at 10% of the 8<sup>th</sup> grade test according to Test Blueprint</i></p>	<p><b>AH-08-3.1.1</b> <b>Students will compare or explain how music fulfills a variety of purposes. DOK 2</b></p> <p><b>Purposes of music: (different roles of music)</b>  <u>Ceremonial</u> - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)  <u>Recreational</u> - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)  <u>Artistic Expression</u> - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</p> <p><b>AH-08-3.2.1</b> <b>Students will compare or explain how dance fulfills a variety of purposes. DOK 2</b></p> <p><b>Purposes of dance: (different roles of dance)</b>  <u>Ceremonial</u> - dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship)  <u>Recreational</u> - dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)  <u>Artistic expression</u> - dance created with the intent to express or communicate emotion, feelings, ideas (e.g., ballet, tap dance,</p>	<p>How would our world be different if there were no music?</p> <p>Do all human beings have a natural desire for music?</p> <p>How does music make your life better?</p> <p>How is music the universal language?</p> <p>How does music help us create a memory?</p> <p>How is music a storyteller?</p> <p>Does is the idea of beauty reflected in music?</p> <p>In what ways have technological changes influenced artistic expression?</p> <p>Under what circumstances, if any, would it be appropriate to censor artistic expression?</p> <p>Which is more lasting, aesthetics or function?</p>	<p>1 Open Response Question</p> <p>Multiple Choice</p>	<p>Students record terms and definitions in Arts and Humanities Journals.</p> <p>Students listen to examples of music, read works of drama, and view dance and visual arts created for a variety of purposes.</p> <p>Students Choose a purpose in each of the art forms and created a work of art to express that purpose.</p> <p>Students choose a work of art from each domain (music, dance, drama, visual arts) from today's culture and identify its purpose.</p>

<p><i>Spiral Purposes of Art Content into all Subsequent lessons where appropriate</i></p>	<p><b>modern dance, dance created and performed in a concert and/or theatrical setting for an audience)</b></p> <p><b>Purposes of Drama/Theatre: (different roles of drama)</b></p> <p><b><u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., social change, express or communicate universal themes, to interpret and recreate information, ideas and emotions)</b></p> <p><b><u>Passing on tradition and culture</u> - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony)</b></p> <p><b><u>Recreational</u> - drama as recreation and for recreational events (e.g., for entertainment, diversion, festivals)</b></p> <p><b><u>Artistic expression</u> - drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g., dramatic works created and performed in a theatrical setting for an audience)</b></p> <p><b>AH-08-3.4.1</b>  <b>Students will compare or explain how art fulfills a variety of purposes. DOK 2</b></p> <p><b>Purposes of Art: (different roles of art)</b></p> <p><b><u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies</b></p> <p><b><u>Artistic expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)</b></p> <p><b><u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events</b></p> <p><b><u>Functional</u> - artistic objects used in</b></p>	<p>How has dance evolved through time?</p> <p>How can dance pass on tradition and culture?</p> <p>How is dance a language?</p> <p>How and what can we communicate through dance?</p> <p>What impact does culture and society have on the role of dance in that culture or society?</p> <p>What role has drama played in human history?</p> <p>Why have people from the earliest of times until now created drama?</p> <p>How does drama across time and place help people share the human experience?</p> <p>How does drama help pass on tradition and culture?</p> <p>What role does the audience play in a drama fulfilling its purpose?</p> <p>What did Shakespeare mean when he said that the purpose of</p>		
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	<p><b>everyday life</b>  <b>Persuasive - artworks that promote ideas, philosophies, or products (e.g., advertising, marketing, propaganda, ideology, etc.)</b></p>	<p>theatre is, "To hold the mirror up to Nature"?</p> <p>In what ways do artists express what they think and feel?</p> <p>Who determines the meaning of art?</p> <p>How can a picture be worth a thousand words?</p> <p>What role has Visual Arts played in human history?</p> <p>Why do human beings create works of art?</p> <p>How does Visual Art help people across time and place share the human experience?</p> <p>How do the Visual Arts pass on the traditions and cultures of a particular group of people or a period of time?</p>		
<p><b>Unit Two</b></p> <p><b>Structures in Visual Arts</b></p> <p><b>Two Weeks</b></p> <p><i>Structures in the Arts is weighted at</i></p>	<p><b>AH-08-1.4.1</b>  <b>Students will compare or evaluate works of art using elements of art and principles of design. DOK 3</b></p> <p><b>Elements of art:</b>  <b>Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)</b></p>	<p>What can the artist do that non-artist cannot?</p> <p>How do artists choose tools, techniques, and materials to express their ideas?</p> <p>What does the design of the art say about its creator?</p>	<p>2 Open Response Questions</p> <p>Multiple Choice Elements and Principles Quiz</p>  <p>C:\Documents and Settings\jlee\My Doc</p>	<p><b>KET Visual Arts Toolkit</b> appropriate activities and lesson plans.</p> <p><b>Arts and Humanities Student Handbook</b></p> <p><b>Art Prints</b>  Murphy, Gerald, "Watch"  Steffin, Gene, "New York, New York"  Lawrence, Jacob, "The Shoemaker"  Lichtenstein, Roy, "The Red Horseman"  Delauney, Robert, "The Eiffel Tower"  O'Keafe, Georgia, "Night in New York"</p>

<p>45% of the 8<sup>th</sup> grade test according to the Test Blueprint</p>	<p><b>Principles of design:</b>  <b>Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</b></p> <p><b>AH-08-1.4.2</b>  <b>Students will compare or evaluate a variety of art media and art processes.</b></p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>Media (plural)/Medium (singular):</b>  <b>(Properties of media need to be known in order to respond to artworks)</b>  <u>Two-dimensional</u> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel  <u>Three-dimensional</u> - clay, papier-mâché, found objects (assemblages)</p> <p><b>Art Processes:</b>  <u>Two-dimensional</u> - drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking  <u>Three-dimensional</u> - ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</p> <p><b>Subject matter:</b> representational (e.g., landscape, portrait, still life)  nonrepresentational (e.g., abstract, non-objective)</p>	<p>How do you know when the creative process is complete?</p> <p>How can we "read" and understand a work of art?</p> <p>In what ways does the medium influence the message?</p> <p>How are the elements of art and the principles of design infinite?</p>	<p>Projects</p> <p>Critique</p>	<p>Eynzig, Richard, "Paris"  Tanabe, Miyuki, "Inside the Sugar Shack"  Manet, Edouard, "Rags"</p> <p>Signac, Paul, "Venise: La Salute"  Burchfield, Charles, "Rainy Night"  De Messina, Antonolla, "Saint Seranto in his Study"  Nevelson, Louise, "Case with Five Balusters"  "Victorian Family Portrait"  Goings, Ralph, "Still Life with Red Mat"  Kokesehka, Oskar, "Self-Portrait"  Hackney, David, "Mother"  Cone, Davis, "Plaza at Night"  Warhol, Andy, "Do it Yourself Landscape"  O'Keefe, Georgie, "The American Raditor"</p>
<p><b>Unit Three</b></p> <p><b>Structures in Music</b></p> <p><b>Two Weeks</b></p>	<p><b>AH-08-1.1.1</b>  <b>Students will compare or evaluate the use of elements in a variety of music. DOK 3</b></p> <p><b>Elements of music:</b>  <b>Rhythm - syncopation, time signature (2/4,</b></p>	<p>How are the elements of music infinite?</p> <p>How can each musical composition that is created be unique</p>	<p>2 Open Response Questions</p> <p>Multiple Choice</p>	<p><b>KET Music Toolkit</b> appropriate activities and lesson plans.</p> <p><b>Arts and Humanities Student Handbook</b></p>

	<p><b>3/4, 4/4, 6/8), rhythmic durations (whole, half, quarter, eighth, sixteenth notes and rests, dotted half note and dotted quarter note)</b>  <b>Tempo - Allegro, Moderato, Largo, Presto</b>  <b>Melody - melodic phrase, treble and bass clef signs, pitch notation: letter names on grand staff, natural sign, sharp sign, flat sign</b>  <b>Harmony - triads (chords)</b>  <b>Form - AB, ABA, call and response</b>  <b>Timbre (tone color) - distinctive sounds of instruments, instrument families and voice parts (soprano, alto, tenor, bass)</b>  <b>Dynamics - crescendo, decrescendo, dynamic markings/symbols: pp, p, mp, mf, f, ff, &lt;, &gt;</b></p> <p><i>AH-08-1.1.2</i>  <i>Students will identify instruments according to classifications.</i>  <i>Family - brass, woodwind, string, percussion</i>  <i>Voices - soprano, alto, tenor, bass</i>  <i>Folk - instruments used in folk music</i>  <i>Orchestral - instruments used in contemporary orchestral settings</i></p> <p><i>AH-08-1.1.3</i>  <i>Students will identify or compare various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).</i></p>	<p>when all use the same elements?</p> <p>What role does silence play in the creation of musical sound?</p> <p>How does an understanding of the elements of music increase the listener's understanding and appreciation of the music?</p> <p>By what standards should a musical composition be determined a masterpiece? Who decides?</p>	<p>Guided Listening</p> <p>Projects</p> <p>Presentations</p> <p>Critiques</p>	<p>  C:\Documents and Settings\jlee\My Docu  <b><u>Music Power Point</u></b></p> <p>  C:\Documents and Settings\jlee\My Docu  <b><u>Music Pre-Test</u></b></p> <p>  C:\Documents and Settings\jlee\My Docu  <b><u>Pre-Test Answer Key</u></b></p> <p>Analyze the art print and compare to the music:</p>
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				Mondrian, Piet, "Broadway Boogie Woogie"
<p><b>Unit Four</b></p> <p><b>Structures in Dance</b></p> <p><b>Two Weeks</b></p>	<p><b>AH-08-1.2.1</b>  <b>Students will compare or evaluate the use of elements in a variety of dances. DOK 3</b></p> <p><b>Elements of dance:</b>  <u>Space</u> - direction (forward, backward, right, left, up, down, diagonal), pathway (straight, curved), levels (high, middle, low), shape (individual or group)  <b>Focus</b> - audience (where viewer's eye is drawn), dancer (single focus - looking in the direction of movement, multi focus – changing head/eye focus during movements)  <b>Size</b> - use of big/small size in a given space, or range of motion  <u>Time (Tempo)</u> - accent, rhythmic pattern, duration  <u>Force</u> - heavy/light, sharp/smooth, tension/relaxation, bound/flowing</p> <p><b>Choreographic Forms -AB, ABA, call and response, narrative</b></p> <p><i>AH-08-1.2.2</i>  <i>Students will compare and contrast dances by: comparing theme (story), dance styles (e.g., ballet, jazz, tap, modern), characteristics of the style (e.g., tap - feet as rhythmic instrument, ballroom - partnering), and the use of the elements of dance.</i></p>	<p>How does an understanding of the elements of dance increase the audience understanding and appreciation of the dance?</p> <p>By what standards should a dance be determined a masterpiece? Who decides?</p> <p>How does a choreographer decide what movement best communicates a certain idea or emotion?</p>	<p>2 Open Response Questions</p> <p>Multiple Choice</p> <p>Project</p> <p>Presentation</p> <p>  C:\Documents and Settings\jlee\My Doc</p> <hr/> <p>Critique</p>	<p><b>KET Dance Toolkit</b> appropriate activities and lesson plans.</p> <p><b>Arts and Humanities Student Handbook</b></p> <p>  C:\Documents and Settings\jlee\My Doc</p> <p><b><u>Elements of Dance Chart</u></b></p> <p>  C:\Documents and Settings\jlee\My Doc</p> <p><b><u>Elements of Dance Pre-Test</u></b></p>
<p><b>Unit Five</b></p> <p><b>Structures in Drama</b></p>	<p><b>AH-08-1.3.1</b>  <b>Students will compare or evaluate the use of elements of drama in dramatic works. DOK 3</b></p>	<p>How do elements of drama help increase understanding of the dramatic work?</p>	<p>2 Open Response Questions</p> <p>Theater Styles</p>	<p><b>KET Drama Toolkit</b> appropriate activities and lesson plans.</p> <p><b>Arts and Humanities Student Handbook.</b></p>

<p><b>Two Weeks</b></p>	<p><b>Elements of drama:</b>  <b>Literary elements – Script, Plot structures (exposition, rising action, climax or turning point, falling action, resolution), Suspense, Theme, Setting, Language (word choice/style used to create character, dialect, point of view), Monologue, Dialogue, Empathy</b>  <b>Technical elements - Scenery (set), Sound, Lights, Make-up, Props, Costumes, Design</b>  <b>Performance elements - Acting (e.g. character motivation and analysis), Speaking (e.g., breath control, projection, vocal expression, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement, stage directions - stage left, stage right, center stage, upstage, downstage)</b></p> <p><i>AH-08-1.3.2  Students will describe how the technical elements (scenery, props, costumes, make-up, lighting, sound) communicate setting and mood.</i></p> <p><i>AH-08-1.3.3  Students will explain how performance elements (e.g., acting, speaking, movement) can create a believable character.</i></p> <p><i>AH-08-1.3.4  Students will identify and describe the types of stages (arena, thrust, proscenium).</i></p>	<p>Is verbal or non-verbal communication the more powerful communicator?</p> <p>How do the technical and performance elements of drama help us “read between the lines”?</p> <p>How does an understanding of the elements of drama increase the audience understanding and appreciation of the drama?</p> <p>By what standards should a dramatic work be determined a masterpiece? Who decides?</p>	<p>ORQ</p>  <p>C:\Documents and Settings\jlee\My Docu</p> <p>Multiple Choice</p> <p>Project</p> <p>Presentation</p> <p>Critique</p>	
<p><b>REVIEW</b></p> <p><b>One Week</b></p>	<p><b>REVIEW all art purposes and structures</b></p> <p><b>Review templates can be used to create reviews for each section of the Curriculum Guide throughout the year.</b></p>		<p><b>REVIEW</b></p>	<p><b>Jeopardy, Bingo, Flashcards, Power Point Presentations, etc</b></p> <p><b>Flashcard template</b></p>  <p>C:\Documents and Settings\jlee\My Docu</p>

				<p><b>Who Wants to Be a Millionaire Template</b></p>  <p>C:\Documents and Settings\jlee\My Docu</p> <p><b>Jeopardy Template</b></p>  <p>C:\Documents and Settings\jlee\My Docu</p>
<p><b>Unit Six</b></p> <p><b>Four Weeks</b></p> <p><b>Early American through Civil War-European Influences</b></p> <p><i>Concepts Early American through Civil War and European Influences unit is covered under the Humanities domain of the core content which is weighted at 45 percent</i></p>	<p><b>AH-08-2.1.1</b>  <b>Students will analyze or explain how diverse cultures and time periods are reflected in music.</b> <b>DOK</b></p> <p><b>Cultures/Period:</b>  <b>Early American through Civil War-European influence on American music (e.g. Baroque [Bach, Handel], Classical [Mozart, Beethoven], their influence on early American music) (e.g., European folk/Early American folk, common musical instruments, etc.)</b></p> <p><b>African influence in American music resulting from the importation of slaves from West Africa</b></p> <p><b>African American work songs, gospel and spirituals, the use of elements of music to create new styles (e.g., call and response, polyrhythms, improvisation), the development of new American instruments such as the banjo.</b></p> <p><b>AH-08-2.2.1</b>  <b>Students will analyze or explain how diverse cultures and time periods are reflected in dance.</b> <b>DOK 3</b></p>		<p><b>Open Response</b></p> <p><b>Multiple Choice</b></p> <p><b>Project</b></p> <p><b>Presentation</b></p> <p><b>Critique</b></p>	



	<p><b>American, painters began to develop their own unique styles rather than borrow from Europe (Wildlife- e.g., John James Audubon, Landscapes- e.g. Thomas Cole, Native American subjects- e.g., George Catlin)</b></p> <p><b>The new development of photography as a new medium that impacted visual art (e.g. Mathew Brady)</b></p>			
<p><b>REVIEW</b></p> <p><b>One Week</b></p>	<p><b>Cumulative Review to date.</b></p>			
<p><b>Unit Seven</b></p> <p><b>Review Ancient Greek Arts</b></p>	<p><b>AH-07-2.4.1</b>  <b>Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.</b></p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>Periods:</b></p> <p><b>Classical Greece –</b>  <b>Presents the universal ideal of beauty through logic, order, reason and moderation. Western civilization was heavily influenced by Classical Greece. (architecture, sculpture, pottery)</b></p> <p><b>Ancient Rome –</b>  <b>Continuation of Classical Greek traditions in the arts, advancement of architecture (Pantheon, Coliseum, arch, vault, dome)</b></p> <p><b>Ancient Egypt –</b>  <b>Monumental structures (e.g., pyramids, sphinx), visual arts reflect religion and belief in immortality</b></p>		<p><b>Three Open Response Questions</b></p> <p><b>Theatre Styles ORQ</b></p> <p>  C:\Documents and Settings\jlee\My Docu</p> <p><b>Greek Stage Assessment</b></p> <p>  C:\Documents and Settings\jlee\My Docu</p>	
<p><b>Unit Eight</b></p> <p><b>Review Medieval</b></p>	<p><b>AH-07-2.1.1</b>  <b>Students will analyze or explain how diverse cultures and time periods are reflected in music.</b></p>		<p><b>Open Response</b></p> <p><b>Multiple</b></p>	<p>Read and Summarize Medieval Drama Handout</p>

<p><b>Arts</b></p> <p><b>One Week</b></p>	<p style="text-align: right;"><b>DOK 3</b></p> <p><b>Medieval –</b> Appeals to the emotions and stresses the importance of religion. (Gregorian chant)</p> <p><b>AH-07-2.2.1</b> Students will analyze or explain how diverse cultures and time periods are reflected in dance.</p> <p><b>DOK 3</b> <b>Medieval –</b> Appeals to the emotions and stresses the importance of religion (e.g., development and history of tarantella)</p> <p><b>AH-07-2.3.1</b> Students will analyze or explain how diverse cultures and time periods are reflected in drama/theatre.</p> <p><b>DOK 3</b> <b>Medieval –</b> Appeals to the emotions and stresses the importance of religion. (Morality plays - characters are personification of good and evil in a struggle for man’s soul)</p> <p><b>AH-07-2.4.1</b> Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.</p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>Medieval –</b> Appeals to emotions and stresses the importance of religion. (Gothic and Romanesque architecture, basic characteristics and influence of Roman techniques)</p>		<p><b>Choice</b></p> <p><b>Project</b></p> <p><b>Presentation</b></p> <p><b>Critique</b></p>	<p> C:\Documents and Settings\jlee\My Docu</p> <p>Complete Reader’s Theatre for <i>Everyman</i></p> <p> C:\Documents and Settings\jlee\My Docu</p>
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<p><b>Unit Nine</b></p> <p><b>Review</b></p> <p><b>Asian Arts</b></p> <p><b>One Week</b></p>	<p><b>AH-06-2.1.1</b>  <b>Students will analyze or explain how diverse cultures and time periods are reflected in music.</b></p> <p><b>DOK 3</b>  <b>Asian –</b>  <b>Isolation of culture or region results in a unique musical tradition(e.g., unique and distinctive sounds of traditional Asian music and instruments, e.g., Japanese koto, Indian sitar)</b></p> <p><b>AH-06-2.2.1</b>  <b>Students will analyze or explain how diverse cultures and time periods are reflected in dance.</b>  <b>DOK 3</b></p> <p><b>Asian –</b>  <b>Isolation of culture or region results in a unique dance tradition (e.g., classical dance forms from India - bharata natyam, kathak)</b></p> <p><b>AH-06-2.3.1</b> <b>Students will analyze or explain how diverse cultures and time periods are reflected in drama/theatre.</b>  <b>DOK 3</b>  <b>Cultures:</b>  <b>Bunraku (also called Banraku) - Japanese puppet theatre (Historical development and characteristics - developed as an art by late 1600s, characteristics of music, storytelling and sophisticated puppeteering)</b></p> <p><b>AH-06-2.4.1</b>  <b>Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.</b>  <b>DOK 3</b></p> <p><b>Asian – China (the evolution of ceramics)</b></p>		<p><b>Open Response</b></p> <p><b>Multiple Choice</b></p> <p><b>Project</b></p> <p><b>Presentation</b></p> <p><b>Critique</b></p>	
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<p><b>Unit Ten</b></p> <p><b>Review Latin American Arts</b></p> <p><b>Two Weeks</b></p>	<p><b>AH-06-2.1.1</b>  <b>Students will analyze or explain how diverse cultures and time periods are reflected in music.</b>  <b>DOK 3</b></p> <p><b>Latin American –</b>  <b>Blending of cultural traditions can create new traditions reflecting multiple cultures</b>  <b>Latin American characteristics reflected in music of United States (e.g., clave rhythm, the popularity of Latin musical styles, such as samba, salsa, cha-cha, etc.,) in the U.S.</b></p> <p><b>Spanish influence on Mexican music (e.g., Mexican use of traditional Spanish musical instruments)</b></p> <p><b>AH-06-2.2.1</b>  <b>Students will analyze or explain how diverse cultures and time periods are reflected in dance.</b>  <b>DOK 3</b></p> <p><b>Latin American –</b>  <b>Blending of cultural traditions can create new traditions</b>  <b>Latin American dance characteristics reflected in American dance (e.g., clave rhythm, samba, salsa, cha-cha, Tango)</b></p> <p><b>AH-06-2.4.1</b>  <b>Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.</b>  <b>DOK 3</b></p> <p><b>Latin American – mural art (e.g., Diego Rivera and his influence on other mural artists)</b></p>		<p><b>Open Response</b></p> <p><b>Multiple Choice</b></p> <p><b>Project</b></p> <p><b>Presentation</b></p> <p><b>Critique</b></p>	
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<b>REVIEW</b>	<b>CUMULATIVE REVIEW</b>		<b>8<sup>th</sup> Grade Crossing Cultures ORQ</b>  C:\Documents and Settings\jlee\My Docu	<b>8<sup>th</sup> Grade Cumulative Arts Review Power Point</b>  C:\Documents and Settings\jlee\My Docu