

EIGHTH GRADE SECOND NINE WEEKS

READING

Reading Applications: Informational, Technical, and Persuasive Text

A 1. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.

A 2. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.

A 9. Distinguish the characteristics of consumer materials (e.g., warranties, product information, and instructional materials), functional or work place documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).

B 5. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.

B 8. Recognize how writers cite facts, draw inferences and present opinions in informational text.

D 6. Identify the author's purpose and intended audience for the text.

D 7. Analyze and author's argument, perspective or view point and explain the development of key points.

Acquisition of Vocabulary

A 1. Define unknown words through context clues and the author's use of comparison contrast and cause and effect.

C 2. Apply knowledge of connotation and denotation to determine the meaning of words.

C 4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.

Reading Applications: Literacy Text

A 1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.

C 3. Explain how authors pace action and use subplots, parallel episodes and climax.

F 7. Identify examples of foreshadowing and flashback in a literary text.

F 8. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

A 1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.

B 2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

C 3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

C 4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).

C 5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

WRITING

Writing Conventions

A 1. Use correct spelling conventions.

B 2. Use correct punctuation and capitalization.

C 3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection);

C 6. Use proper placement of modifiers.

C 7. Maintain the use of appropriate verb tenses.

C 8. Conjugate regular and irregular verbs in all tenses correctly.

Writing Applications

A 1. Write narratives that:

- a. Sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense)
- b. Use literary devices to enhance style and tone and
- c. Create complex characters in a definite, believable setting.

B 2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.

C 3. Write business letters, letters to the editor and job applications that

- a. Address audience needs, stated purpose and context in a clear and efficient manner
- b. Follow the conventional style appropriate to the text using proper technical terms
- c. Include appropriate facts and details
- d. Exclude extraneous details and inconsistencies and
- e. Provide a sense of closure to the writing.

Communication: Oral and Visual

A 1. Apply active listening strategies (e.g., monitoring messages for clarity, selecting and organizing essential information, noting cues such as changes in pace).

B 2. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.

B 3. Determine the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.

C 4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.

D 5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.

D 6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.

D 7. Vary language choices as appropriate to the context of the speech.

F 10. Deliver persuasive presentations that;

- a. Establish and develop a logical and controlled argument
- b. Include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias and
- c. Consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution).

Writing Process

A 1. Generate writing ideas through discussions with others and from printed material, keep a list of writing ideas.

A 3. Establish a thesis statement for informational writing or a plan for narrative writing.

A 4. Determine a purpose and audiences and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.

B 2. Conduct background reading, interviews or surveys when appropriate.

B 5. Use organizational strategies (e.g., notes and outlines) to plan writing.

C 6. Organize writing with an effective and engaging introduction, body and conclusion that summarizes, extends or elaborates on points or ideas in the writing.

C 7. Vary simple, compound and complex sentence structures.

C 8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.

C 9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.

C 10. Use available technology to compose text.

C 11. Reread and analyze clarity of writing and consistency of point of view.

C 12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.

C 13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.

C 14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.

D 15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.

E 16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

MATH

Data Analysis and Probability

H 10. Calculate the number of possible outcomes for a situation, recognizing and accounting for when items may occur more than once or when order is important.

J 11. Demonstrate an understanding that the probability of either of two disjoint events occurring can be found by adding the probabilities for each and that the probability of one independent event following another can be found by multiplying the probabilities.

Measurement

A 5. Analyze problem situations involving measurement concepts, select appropriate strategies, and use an organized approach to solve narrative and increasingly complex problems.

A 6. Solve and determine the reasonableness of the results for problems involving rates and derived measurements, such as velocity and density, using formulas, models and graphs.

B 3. Use appropriate levels of precision when calculating with measurements.

B 4. Derive formulas for surface area and volume and justify them using geometric models and common materials. For example find:

- a. The surface area of a cylinder as a function of its height and radius
- b. That the volume of a pyramid (or cone) is one-third of the volume of a prism (or cylinder) with the same base area and height.

C 5. Determine surface area for pyramids by analyzing their parts.

C 9. Demonstrate understanding of the concepts of perimeter, circumference and area by using established formulas for triangles, quadrilaterals, and circles to determine the surface area and volume of prisms, pyramids, cylinders, spheres and cones. (Note: Only volume should be calculated for spheres and cones.)

D 1. Compare and order the relative size of common U.S. customary units and metric units; e.g., mile and kilometer, gallon and liter; pound and kilogram.

D 2. Use proportional relationships and formulas to convert units from one measurement system to another, e.g., degrees Fahrenheit to degrees Celsius.

D 7. Apply proportional reasoning to solve problems involving indirect measurements or rates.

E 3. Use appropriate levels of precision when calculating with measurements.

E 8. Find the sum of the interior and exterior angles of regular convex polygons with and without measuring the angles with a protractor.

E 10. Use conventional formulas to find the surface area and volume of prisms, pyramids and cylinders and the volume of spheres and cones to a specified level of precision.

F 6. Solve and determine the reasonableness of the results for problems involving rates and derived measurements, such as velocity and density, using formulas, models and graphs.

SOCIAL STUDIES

EIGHTH GRADE SECOND NINE WEEKS

Economics

- C 4.** Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.
- C 5.** Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.

People in Societies

- B 5.** Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.

Social Studies Skills and Methods

- A 1.** Compare accuracy and point of view of fiction and non fiction sources about a particular era or event.
- C 2.** Construct a historical narrative using primary and secondary sources.
- C 3.** Write a position paper or give an oral presentation that includes citation of sources.
- D 4.** Organize and lead a discussion
- D 5.** Identify ways to manage conflict within a group.

Citizenship Rights and Responsibilities

- A 1.** Show the relationship between participating in civic and political life and the attainment of individual and public goals including;
- The Sons of Liberty and Committees of Correspondence/American independence
 - The Underground Railroad and the abolitionist movement/Abolition of slavery
- A 2.** Explain how the opportunities for civic participation expanded during the first half of the 19th century including:
- Nominating conventions
 - Expansion of the franchise
 - Active campaigning
- B 3.** Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:
- Jefferson and the contradiction between the ideals of Declaration of Independence and his role as a slave owner.
 - State constitutional conventions and the disenfranchisement of free blacks.

Geography

- B 1.** Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.
- D 3.** Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.

Government

- A 1.** Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationships to Enlightenment ideas.
- A 2.** Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including
- Payment of debt
 - Establishment of national bank
 - Strict or loose interpretation of the Constitution
 - Support for England or France
- B 3.** Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States;
- Shay's Rebellion
 - Economic instability
 - Government under the Articles of Confederation
- B 4.** Explain the political concepts expressed in the U.S. Constitution;
- Representative democracy
 - Federalism
 - Bicameralism
 - Separation of powers
- B 5.** Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.
- B 6.** Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:
- Freedom of religion, speech, press, assembly and petition
 - Right to trial by jury and the right to counsel
 - Due process and equal protection of the laws
- B 7.** Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States
- B 8.** Describe the process by which a bill becomes a law.

History

- E 4.** Explain the results of important developments of the American Revolution including
- A Declaration of American independence
 - Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779.
 - Creation of state constitutions
 - Impacts on women, African-Americans and American Indians
- F 5.** Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including
- Maintaining national security
 - Creating a stable economic system
 - Dealing with war debts
 - Collecting revenue
 - Define the authority of the central government
- E 6.** Explain the challenges in writing and ratifying the U.S. Constitution including;
- Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise, the Three-Fifths Compromise and the compromise over the slave trade);
 - The Federalist/Anti-Federalist debate
 - The debate over a Bill of Rights
- E 7.** Describe the actions taken to build one country from 13 states including
- The precedents established by George Washington, including the cabinet and a two-term presidency.
 - Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank.
 - The establishment of an independent federal court system.

SCIENCE

Science Inquiry

- A 1.** Choose the appropriate tools or instruments and use relevant safety procedures to complete scientific investigations.
- A 2.** Describe the concepts of sample size and control and explain how these affect scientific investigations.
- B 3.** Describe how the work of science requires a variety of human abilities and qualities that are helpful in daily life (e.g., reasoning, creativity, skepticism and openness).
- B 4.** Apply appropriate math skills to interpret quantitative data (e.g., mean, median and mode).

Physical Sciences

- D 4.** Demonstrate that waves transfer energy.
- D 5.** Demonstrate that vibrations in materials may produce waves that spread away from the source in all directions (e.g., earthquake waves and sound waves).

Earth and Space Sciences

- E 9.** Describe the interior structure of Earth and Earth's crust as divided into tectonic plates riding on top of the slow moving currents of magma in the mantle.
- E 10.** Explain that most major geological events (e.g., earthquakes, volcanic eruptions, hot spots and mountain building) result from plate motion.
- E 11.** Use models to analyze the size and shape of Earth, its surface and its interior (e.g., globes, topographic maps, satellite images).
- E 12.** Explain that some processes involved in the rock cycle are directly related to thermal energy and forces in the mantle that drive plate motions.
- E 13.** Describe how landforms are created through a combination of destructive (e.g., weathering and erosion) and constructive processes (e.g., crustal deformation, volcanic eruptions and deposition of sediment).
- E 14.** Explain that folding, faulting and uplifting can rearrange the rock layers so the youngest is not always found on top.
- E 15.** Illustrate how the three primary types of plate boundaries (transform, divergent and convergent) cause different landforms (e.g., mountains, volcanoes and ocean trenches.)