

## EIGHTH GRADE THIRD 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.
- C 4.** Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.

#### Acquisition of Vocabulary

- A 1.** Define unknown words through context clues and the author's use of comparison contrast and cause and effect.
- B 3.** Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.
- 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.
- D 5.** Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.
- F 7.** Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

#### Reading Applications: Literary 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.
- B 2.** Analyze the influence of setting in relation to other literary elements.
- B 4.** Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.
- 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.
- G 9.** Examine symbols used in literary texts.

#### 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 4.** Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).
- C 5.** Use parallel structure to present items in a series and items juxtaposed for emphasis.
- C 7.** Maintain the use of appropriate verb tenses.
- C 8.** Conjugate regular and irregular verbs in all tenses correctly.

#### Writing Applications

- 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
- Address audience needs, stated purpose and context in a clear and efficient manner
  - Follow the conventional style appropriate to the text using proper technical terms
  - Include appropriate facts and details
  - Exclude extraneous details and inconsistencies
- E 5.** Write persuasive compositions that:
- Establish and develop a controlling idea
  - Support arguments with detailed evidence
  - Exclude irrelevant information
  - Cite sources of information
- E 6.** Produce informal writings (e.g., journals, notes and poems) for various purposes.

#### 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;
- Establish and develop a logical and controlled argument
  - Include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias and
  - 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 7.** Vary simple, compound and complex sentence structures.
- 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.

## EIGHTH GRADE THIRD NINE WEEKS

### MATH

#### Data Analysis and Probability

- A 1.** Use, create and interpret scatter plots and other types of graphs as appropriate.
- B 2.** Evaluate different, graphical representations of the same data to determine which is the most appropriate representation for an identified purpose; e.g., line graph for change over time, circle graph for part-to-whole comparison, scatter plot for relationship between two variants.
- B 3.** Differentiate between discrete and continuous data and appropriate ways to represent each.
- D 4.** Compare two sets of data using measures of center (mean, median, and mode) and measures of spread (range, quartiles, interquartile range, percentiles).
- F 6.** Make conjectures about possible relationship in a scatter plot and approximate line of best fit.

#### Geometry and Spatial Sense

- B 1.** Make and test conjectures about characteristics and properties (e.g., sides, angles, symmetry), of two dimensional figures and three-dimensional objects.
- B 3.** Use proportions in several forms to solve problems involving similar figures (part-to-part, part-to-whole, corresponding sides between figures).
- C 2.** Recognize the angles formed and the relationship between the angles when two lines intersect and when parallel lines are cut by a transversal.
- D 1.** Make and test conjecture about characteristics and properties (e.g., sides, angles, symmetry) of two-dimensional figures and three dimensional objects.
- D 4.** Represent and analyze shapes using coordinate geometry; e.g., given three vertices and the type of quadrilateral, find the coordinates of the fourth vertex.
- E 6.** Draw nets for a variety of prisms, pyramids, cylinders and cones.
- F 5.** Draw the results of translations, reflections, rotations and dilations of objects in the coordinate plane, and determine properties that remain fixed; e.g., lengths remain the same under translations.

#### Measurement

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

### SOCIAL STUDIES

#### Economics

- A 1.** Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.
- B 3.** Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.

#### People in Societies

- B 4.** Analyze the economic, geographic, religious and political factors that contributed to:
- The enslavement of Africans in North America
  - resistance to slavery
- B 5.** Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.
- C 6.** Explain how the diverse peoples of the United States developed a common national identity.

#### 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 Underground Railroad and the abolitionist movement/Abolition of slavery
- B 3.** Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:
- Jackson and his role in Indian removal.
  - Fredrick Douglass and the abolitionist movement.
  - Elizabeth Cady Stanton and women's rights
- B 4.** Show connections between the rights and responsibilities of citizenship including;
- Voting and staying informed on issues
  - Being tried by a jury and serving on juries
  - Having rights and respecting the rights of others.

#### 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.

#### History

- G 8.** Describe and analyze the territorial expansion of the United States including
- Northwest Ordinance
  - The Louisiana Purchase and the Lewis and Clark expedition
  - Westward movement including Manifest Destiny
  - The Texas War for Independence and the Mexican-American War.
- G 9.** Explain causes of the Civil War with emphasis on
- Slavery
  - States' rights
  - The different economies of the North and South
  - The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act
  - The abolitionist movement and the roles of Fredrick Douglass and John Brown
  - The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850
  - The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession
- G 10.** Explain the course and consequences of the Civil War with emphasis on
- Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S Grant
  - The Emancipation Proclamation
  - The Battle of Gettysburg.
- G 11.** Analyze the consequences of Reconstruction with emphasis on
- President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson
  - Attempts to protect the rights of and enhance opportunities for the freed men, including the basic provisions of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the U.S. Constitution
  - The Ku Klux Klan and the enactment of black codes.

### SCIENCE

#### Science Inquiry

- A 1.** Choose the appropriate tools or instruments and use relevant safety procedures to complete 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

- B 1.** Describe how the change in the position (motion) of an object is always judged and described in comparison to a reference point.
- B 2.** Explain that motion describes the change in the position of an object (characterized by a speed and direction) as time changes.
- B 3.** Explain that an unbalanced force acting on an object changes that object's speed and/or direction.

#### Life Sciences

- B 1.** Describe that asexual reproduction limits the spread of detrimental characteristics through a species and allows for genetic continuity.
- B 2.** Recognize that in sexual reproduction new combinations of traits are produced which may increase or decrease an organisms chances for survival.
- B 3.** Explain how variations in structure, behavior or physiology allow some organisms to enhance their reproductive success and survival in a particular environment.
- D 4.** Explain that diversity of species is developed through gradual processes over many generations (e.g., fossil record).
- D 5.** Investigate how an organism adapted to a particular environment may become extinct if the environment, as shown by the fossil record changes