

Grade 8 Fourth Nine Weeks

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.
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.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: 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.
C.4 Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
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.
C.8 Recognize how writers cite facts, draw inferences and present opinions in informational text.
A.9 Distinguish the characteristics of consumer materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).

Reading Processes: 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).

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.

Writing Processes
A.1 Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
B.2 Conduct background reading, interviews or surveys when appropriate.
A.3 Establish a thesis statement for informational writing or a plan for narrative writing.
A.4 Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.
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 a 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.
F.17 Prepare for publication

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; and exclude extraneous details and inconsistencies.

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.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.

Research
A.1 Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.
B.2 Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
B.3 Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources.
C.4 Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
C.5 Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.
D.6 Integrate quotations and citations into written text to maintain a flow of ideas.
D.7 Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.
E.8 Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

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

Number, Number Sense and Operations

A.1 Use scientific notation to express large numbers and small numbers between 0 and 1.

Patterns, Functions and Algebra

B.3 Identify functions as linear or nonlinear based on information given in a table, graph or equation.

D.4 Extend the uses of variables to include covariants where y depends on x .

D.5 Use physical models to add and subtract monomials and polynomials, and to multiply a polynomial by a monomial.

E.6 Describe the relationship between the graph of a line and its equation, including being able to explain the meaning of slope as a constant rate of change and y -intercept in real-world problems.

D/F.7 Use symbolic algebra (equations and inequalities), graphs and tables to represent situations and solve problems.

D.8 Write, simplify and evaluate algebraic expressions (including formulas) to generalize situations and solve problems.

F.9 Solve linear equations and inequalities graphically, symbolically and using technology.

H.10 Solve 2 by 2 systems of linear equations graphically and by simple substitution.

H.11 Interpret the meaning of the solution of a 2 by 2 system of equations; i.e., point, line, no solution.

G.12 Solve simple quadratic equations graphically; e.g., $y = x^2 - 16$.

J.13 Compute and interpret slope, midpoint and distance given a set of ordered pairs.

I.14 Differentiate and explain types of changes in mathematical relationships, such as linear vs. nonlinear, continuous vs. non-continuous, direct variation vs. inverse variation.

J.15 Describe and compare how changes in an equation affects the related graphs; e.g., for a linear equation changing the coefficient of x affects the slope and changing the constant affects the intercepts.

J.16 Use graphing calculators or computers to analyze change; e.g., interest compounded over time as a nonlinear growth pattern.

Data Analysis and Probability

G/I.7 Identify different ways of selecting samples, such as survey response, random sample, representative sample and convenience sample.

I.8 Describe how the relative size of a sample compared to the target population affects the validity of predictions.

F.9 Construct convincing arguments based on analysis of data and interpretation of graphs.

Science and Technology

B.3 Design and build a product or create a solution to a problem given more than two constraints (e.g., limits of cost and time for design and production, supply of materials and environmental effects).

B.4 Evaluate the overall effectiveness of a product design or solution.

Scientific Inquiry

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

B.3 Read, construct and interpret data in various forms produced by self and others in both written and oral form (e.g., tables, charts, maps, graphs, diagrams and symbols).

B.4 Apply appropriate math skills to interpret quantitative data (e.g., mean, median and mode).

Scientific Ways of Knowing

B.2 Explain why it is important to examine data objectively and not let bias affect observations.

Social Studies

All social studies indicators are reviewed during the fourth nine weeks. Please see the first three grading periods for listing of specific indicators.