



Grade 8

CURRICULUM OVERVIEW 2009~2010

Dr. Harry Griffith
Superintendent

Mr. Kyle Schumacher
Assistant Superintendent of Educational Services

Dr. Andy Henrikson
Executive Director of Student Learning

Mr. Johns Steinert
Principal, Deer Path Middle School

Ms. Rebecca Leafman
Assistant Principal, Deerpath Middle School –
West Campus

Introduction

Congratulations, you and your student made it to eighth grade! This is an important year in your child's educational journey. Your child will continue to learn increasingly complex concepts and learning strategies in preparation for the transition to high school. S/he will continue to develop strategies to meet the demands of increasing academic rigor and social decision-making. This year will be filled with exciting learning opportunities in literature, algebra, earth science, chemistry, state government, and the history of the U.S. between the World Wars. The eighth grade curriculum is designed to stretch your student's conventional thinking. Three of our challenging eighth grade learning projects include The Holocaust, the Great American Scientist unit, and a genetics project.

This online resource is designed to provide you with general information about the curriculum in Lake Forest District 67 and with information specific to eighth grade. This document is an overview containing goals, applications of learning, and a list of skills for language arts, mathematics, science, social studies, world language, fine arts, wellness, technology and information literacy. The standardized assessments and homework policy for the eighth grade are also included.

You will want to pay special attention to the Learning Standards for all District 67 students. These standards are what your child should know and be able to do as he exits from the eighth grade. The standards in District 67 are high. The course of study is rigorous, based in best practice, interesting and engaging for your child. It is delivered by a highly qualified staff who believe that all children can learn and who value the partnership with you to create an environment for your student's success.

If you have questions that extend beyond the information provided, contact your school office, or the office of the Executive Director of Student Learning. We would be happy to speak with you.

Eighth Grade Overview

SKILLS OVERVIEW

Language Arts

- ◆ Use a writing rubric to guide and assess writing
- ◆ Write and illustrate a narrative with beginning, middle, ending, pace, climax, consistent point of view, consistent verb tense, specific details, and effective conclusion
- ◆ Write multi-paragraph expository and comparison/contrast essays that include an introduction, multiple paragraph body and a conclusion
- ◆ Use anecdote, opinion, dialogue, quotation, and fact leads for expository and persuasive essays
- ◆ Write a response to literature that shows connection with the story of character, specific support from the piece of literature, and an evaluation of the writing or character
- ◆ Use multiple sources to write a research paper; cite sources
- ◆ Use multiple sources to write a research paper
- ◆ Use and vary types of sentences in writing, such as sentences that open with an adverb, a prepositional phrase, an adverbial clause, and sentences that demonstrate parallel structure
- ◆ Confer with peers to give and receive helpful writing advice
- ◆ Edit work for grammar, usage, and mechanics
- ◆ Use free writing to generate ideas for writing
- ◆ Use thesaurus and/or dictionary to improve word choices
- ◆ Read a variety of fiction and nonfiction selections at the child's instructional level
- ◆ Identify the characteristics of mystery, fantasy, short stories, and multiple works by one another
- ◆ Identify and analyze the elements of fiction
- ◆ Apply word analysis and vocabulary skills to comprehend selections
- ◆ Apply reading strategies to improve understanding and fluency
- ◆ Analyze and write poems
- ◆ Comprehend a broad range of reading materials
- ◆ Understand how literary elements and techniques are used to convey meaning
- ◆ Listen effectively in formal and informal situations
- ◆ Speak effectively using language appropriate to the situation and audience
- ◆ Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas
- ◆ Analyze and evaluate information acquired from various sources
- ◆ Apply acquired information, concepts and ideas to communicate in a variety of formats
- ◆ Identify and analyze a communication situation where a problem occurred due to ethical an issue
- ◆ Compose a written research project and then reconstruct it into an oral presentation while identifying and justifying changes made to adapt it to a listening audience
- ◆ Identify various purposes for speaking and be able to alter topics and thesis statements based on type and goal of the presentation
- ◆ Demonstrate effective choices of topics due to situation, time, research available and audience needs
- ◆ Analyze a speaker's topic choice and purpose related to situation and audience
- ◆ Understand the strengths and weaknesses of various types of research sources
- ◆ Design and present a project using various formats form multiple sources
- ◆ Identify, evaluate and establish credibility of sources used.

Language Arts (cont'd)

- ◆ Take notes, conduct interviews, organize and report information in oral, visual and electronic formats
- ◆ Use a developed introduction including attention getter, thesis, preview and credibility statement
- ◆ Use a structured organizational pattern for the body of the presentation that is appropriate to the type or presentation
- ◆ Use a developed conclusion including a review, restatement of thesis and closing statement
- ◆ Present lengthy (4-7 minute) oral reports that explain an idea and provide details
- ◆ Combine examples and statistics to develop and provide concepts, ideas or a proposal
- ◆ Use contemporary technology to assist in the development of the ideas
- ◆ Connect ideas with signposts and transitions to establish the relationship of the component parts of the speech to each other
- ◆ Use language that is vivid and descriptive
- ◆ Utilize meaningful gestures and other movement to enhance the ideas presented in the presentation
- ◆ Demonstrate natural enthusiasm, interest and vocal variety
- ◆ Develop methods to manage or overcome communication anxiety and apprehension

SKILLS OVERVIEW

Mathematics

Equalities/Inequalities

Solve equations with variables on both sides

- ◆ Solve one step inequalities in one variable (+-) or ($x\div$)
- ◆ Solve multi-step inequalities in one variable
- ◆ Graph inequalities on the number line
- ◆ Translate inequalities from words to algebraic representation (i.e., the sum of a number and 5 is at least 17)
- ◆ Graph compound inequalities on the number line
- ◆ Solve compound inequalities

System of Equations and Inequalities

- ◆ Solve a system of equations using a graphing calculator
- ◆ Determine the number of solutions to a system of equations
- ◆ Solve a system of equations by substitution and elimination
- ◆ Solve a system of inequalities by graphing
- ◆ Write a system of inequalities from a graph
- ◆ Solve word problems using a system of equations in 2 variables

Polynomials

- ◆ Multiply monomials involving positive and negative exponents
- ◆ Divide expressions involving positive and negative exponents
- ◆ Add and subtract polynomials
- ◆ Multiply a polynomial by a monomial
- ◆ Multiply binomials
- ◆ Multiply special products [i.e., $(a+b)^2$ $(a-b)^2$ $(a+b)(a-b)$]
- ◆ Compute using scientific notation

Using Factors

- ◆ State the GCF of 2 monomials
- ◆ Factor polynomials using the GCF
- ◆ Factor trinomials in the form: $x^2 + bx + c$
- ◆ Factor trinomials in the form: $ax^2 + bx + c$
- ◆ Factor trinomials in the form: $a^2 - b^2$
- ◆ Solve quadratic equations by factoring

Mathematics (cont'd)

Quadratics

- ◆ Identify the graph of a simple quadratic equation
- ◆ Identify the vertex of a quadratic equation
- ◆ Solve quadratic equations by graphing
- ◆ Solve quadratic equations by using the quadratic formula
- ◆ Identify the discriminant
- ◆ State the number of solutions using the determinant

Radical Expressions and Equations

- ◆ Use the Pythagorean Theorem to find the missing sides of right triangles
- ◆ Divide and multiply radical expressions
- ◆ Add and subtract radical expressions
- ◆ Solve radical equations

Rational Expressions and Equations (Advanced only)

- ◆ Simplify rational expressions
- ◆ Divide and multiply rational expressions
- ◆ Solve rational expressions
- ◆ Absolute Value Inequalities (optional for Standard)
- ◆ Solve absolute value inequalities
- ◆ Graph the solution of inequalities involving absolute value

SKILLS OVERVIEW

Science

- ◆ Extend lab report skills by support conclusions with data
- ◆ Know and apply the concepts, principles and process of scientific inquiry
- ◆ Know and apply concepts that describe how living things interact with each other and their environment
- ◆ Understand and define photosynthesis, transpiration, diffusion, osmosis, and respiration
- ◆ Apply knowledge of cell structures and functions to photosynthesis and respiration
- ◆ Validate an organism's characteristics by applying concepts of Mendelian genetics
- ◆ Know and apply the concepts that describe the properties and intersections of matter and energy
- ◆ Demonstrate an understanding of light energy and its properties of speed, refraction, reflection, wavelength, amplitude, and frequency
- ◆ Compare and contrast exothermic and endothermic reactions
- ◆ Explain and describe ionic and covalent bonding
- ◆ Know and apply concepts that describe the inter action of science, technology and society
- ◆ Discuss ramification of gene projects, nuclear waste, and pollution
- ◆ Describe how occupations use scientific and technological knowledge and skills

Social Studies

- ◆ Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.
- ◆ Identify the different levels of government as local, state, and national.
- ◆ Explain what government does at local, state, and national levels.
- ◆ Identify and explain ways that individuals and groups influence and shape public policy.
- ◆ Identify relationships that the federal government establishes with other nations.
- ◆ Determine and explain the leadership role of the United States in international settings.
- ◆ Describe political ideas and traditions important to the development of the United States including democracy, individual rights and the concept of freedom.
- ◆ Identify consistencies and inconsistencies between United States political traditions and ideas and actual practices. (e.g., freedom of speech, right to bear arms, slavery, voting rights).
- ◆ Explain how economic systems decide what goods and services are produced, how they are produced and who consumes them.
- ◆ Describe unemployment.
- ◆ Explain why consumers must make choices.
- ◆ Identify factors that affect how consumers make their choices.
- ◆ Explain the relationship between the quantity of goods/service purchased and their price.
- ◆ Describe how human, natural, and capital resources are used to produce goods and services.
- ◆ Identify limitations in resources that force producers to make choices about what to produce.
- ◆ Describe the relationship between price and quantity supplied of a good or service.
- ◆ Identify and explain examples of competition in the economy.
- ◆ Identify goods and services provided by government.
- ◆ Explain how and why public goods and services are provided.
- ◆ Describe how entrepreneurs take risks in order to produce goods or services (Intervention Project).
- ◆ Identify which public goods and services are provided by differing levels of government.
- ◆ Describe how people in different times and places viewed the world in different ways.
- ◆ Read historical stories and determine events, which influenced their writing.
- ◆ Compare different stories about a historical figure or event and analyze difference in the portrayals and perspectives they present.
- ◆ Identify presidential elections that were pivotal in the formation of modern political parties.
- ◆ Identify major political events and leaders within the United States historical eras since the adoption of the Constitution, including the westward expansion, Louisiana Purchase, Civil War, and 20th century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt.
- ◆ Describe how slavery and indentured servitude influenced the early economy of the United States.
- ◆ Explain how individuals like Thomas Edison, George Washington Carver, and Henry Ford contributed to economic change through ideas, inventions, and entrepreneurship.
- ◆ Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present.

Social Studies (Cont'd)

- ◆ Describe basic economic changes that led to and resulted from the industrial revolution, the rise of capitalism and the information/communication revolution.
- ◆ Identify major political events and leaders within the United States' historical years since the adoption of the Constitution, including the westward expansion, Louisiana Purchase, Civil War, and 20th Century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt.
- ◆ Describe the origins of Western political ideas and institutions (e.g., Greek democracy, Roman republic, Magna Carta, Common Law, and the Enlightenment).
- ◆ Analyze how the rise of nation states lead to tensions over matters such as territories, national resources, trade, and interdependence.
- ◆ Explain how trade among people brought an exchange of ideas, technology, and language.
- ◆ Identify individual contributions to a community and participate in a service project.
- ◆ Explain the structure and responsibility of a state government.
- ◆ Describe the rights and responsibilities of a citizen of the state of Illinois (Illinois Constitution).
- ◆ Explore the causes and effects of 20th century events such as immigration.
- ◆ Analyze events, trends, and individuals shaping the history of the United States and other nations.
- ◆ Apply historical analysis and interpretation.
- ◆ Use geography skills in all units; scale, latitude and longitude, and identify and label locations studied.
- ◆ Use a variety of writing styles and products to express learned concepts.

World Language

- ◆ Follow instructions in the target language as given in multi-step segments for assignments and activities in and out of the classroom.
- ◆ Comprehend more complex oral and audio presentations
- ◆ Respond to questions and initiate communication in the simple past, present, and future tense.
- ◆ Comprehend the main message of a variety of written materials.
- ◆ Compare word use, phrasing and sentence structures.
- ◆ Present findings from research on unfamiliar topics
- ◆ Demonstrate selected customs, manners and traditions in societies associated with the target language.
- ◆ Read, discuss and write about themes and settings of selected materials in the target language.
- ◆ Create, write and read original stories.
- ◆ Identify key historical figures (e.g., scientists, mathematicians, and inventors, business leadership events associated with areas where the target language is spoken and explain their influence.
- ◆ Describe geographical aspects (e.g., population distribution, natural resources and main economic activities) of areas where target language is spoken.
- ◆ Identify places of business, professional, and items that are sold/purchased there.
- ◆ Use the target language to describe the physical and geological features, vegetation and animal life indigenous to areas where the target language is spoken.
- ◆ Use the target language to explain in detail the preparation for and activities of specific careers in which the target language can be used.

Fine Arts

- ◆ Understand the sensory elements, organizational principles, and expressive qualities of the arts
- ◆ Understand how the elements of acting, direction, playwriting, and designing combine with the principles of tension, rhythm, patterns, unity, balance, repetition, and idea to communicate.
- ◆ Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando; dynamics; high and low pitch/directions; long and short duration; same and different form, tone color or timbre, and beat)
- ◆ Identify and describe the elements of value, perspective and color schemes; the principals of contrast, emphasis and unite; and the expressive qualities of thematic development and sequence.
- ◆ Understand processes, traditional tools, and modern technologies used in the arts.
- ◆ Read and interpret traditional music notation in a varied repertoire
- ◆ Apply skills and knowledge necessary to create and perform in one or more of the arts.
- ◆ Demonstrate storytelling, improvising, and memorizing scripted material supported by simple aural and visual effects and personal background knowledge needed to create and perform in drama/theatre.
- ◆ Sing or plan with expression and accuracy a variety of music representing diverse cultures and styles.
- ◆ Analyze how the arts function in history, society, and everyday life.
- ◆ Understand how the arts shape and reflect history, society, and everyday life.

Wellness

- ◆ Demonstrate control when performing combination and sequences of locomotor, non-locomotor, and manipulative motor patterns in selected activities, games and sports.
- ◆ Compare and contrast efficient and inefficient movement patterns.
- ◆ Use equipment safely and properly; analyze exercise for their effects on the body such as beneficial/potentially dangerous.
- ◆ Apply basic offensive, defensive, and cooperation strategies in selected activities, games, and sports.
- ◆ Identify the principles of training; frequency, intensity, time and type (FITT)
- ◆ Identify and apply basic weight training principles and safety practices.
- ◆ Identify and participate in activities associated with the components of health-related fitness.
- ◆ Identify favorite lifelong activities; participate in moderate to vigorous health-related physical activities on a regular basis.
- ◆ Select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness.
- ◆ Evaluate personal fitness goals and make appropriate changes for improvement.
- ◆ Develop a personal fitness plan based on analysis or current level of health-related fitness components.
- ◆ Develop personal goals, both long and short term for health-enhancing fitness.
- ◆ Identify opportunities within the community for regular participation in physical activities.
- ◆ Describe the principles of training to personal fitness goals (FITT).
- ◆ Describe and predict the effects of fitness-related stress management and techniques on the body.
- ◆ Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
- ◆ Accept decisions made by teachers, game officials, peers, teachers in and outside of school.
- ◆ Distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating.
- ◆ Work cooperatively in a group and independently to achieve a goal.
- ◆ Solve problems in physical activities by analyzing causes and potential solutions; work cooperatively in a large group to achieve group goals in competitive as well as cooperative settings.
- ◆ Understand principles of health promotion and the prevention and treatment of illness and injury.
- ◆ Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).
- ◆ Identify how positive health practices and relevant care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).
- ◆ List long-term physiological and psychological benefits that may result from regular participation in physical activity.
- ◆ Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian)
- ◆ Include warm-up and cool-down procedures regularly during exercise.
- ◆ List health related careers with general descriptions and responsibilities
- ◆ Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness)
- ◆ Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint)
- ◆ Create a plan or activity involving family in resource conservation at home.
- ◆ Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.

Testing

By eighth grade students are “veterans” of taking the NWEA Measures of Academic Progress (MAP). They will be tested in: Reading Achievement; Language Usage Achievement; Mathematics Achievement.

The MAP tests measure student success in District 67 curriculum. The tests are administered in fall and in spring. Teachers use the fall results to prescribe instruction based on student profiles. They are able to monitor growth based on periodic testing as needed. Students new to District 67 are given MAP tests to provide for more accurate class placement. The spring results with fall data are mailed to parents by the end of May as one indicator of a student’s growth throughout the school year. The results will be mailed to you by the Assistant Superintendent of Educational Service’s office. Upon receipt of the results, individual questions should first be directed to your student’s teacher and/or the school principal.

In eighth grade the students will take Illinois Standards Achievement Test (ISAT) in the spring in the areas of: Reading, writing and mathematics. This series of tests measures our current students’ progress on the State of Illinois curriculum standards. These results will be mailed to you the following fall from the Assistant Superintendent of Student Services’ office. Upon receipt of the results, individual questions should first be directed to your students’ teachers and/or school principal.

The eighth grade students also take the State of Illinois Constitution Test. This is done through your student’s social studies program. This experience meets one on the State requirements for promotion to the high school level.

The same common sense advice for test preparation holds true in seventh grade as it did in the primary years: have a calm evening preceding the tests; get a proper amount of sleep; eat a moderate and nutritious breakfast.

If your student demonstrates or expresses anxiety about test-taking situations, reassure him/her that to some extent this is natural when we want to do well on a task. If anxiety concerns continue, contact your student’s teacher. Together you can support your student in test taking strategies. If more pronounced concerns persist, the services of the school psychologist or social worker are available to your student to work on anxiety and stress relief strategies. The team of professionals at our middle school is highly qualified and ready to work with you to help your student become a confident test-taker.

Illinois Standards Achievement Test (ISAT) - Spring

- ◆ Reading
- ◆ Writing
- ◆ Mathematics

NWEA Measures of Academic Progress (MAP) - Fall/Spring

- ◆ Reading Achievement
- ◆ Language Usage Achievement
- ◆ Mathematics Achievement

HOMWORK POLICY

Policy 6.290 - Homework

Homework is to be done independently outside regular class time. The type, frequency, and quantity of independent work will be based on the learning to be accomplished and the needs of the individual student as determined by the professional judgment of the teacher. Homework will reinforce, or be an application of, the classroom instruction and shall not be used for disciplinary purposes.

The purpose of homework will be to extend learning through:

- ◆ Practice or reinforcement of skills presented in class
- ◆ Preparation for future class work
- ◆ Extension of ideas or concepts
- ◆ Creative or personal expression related to learning
- ◆ Application of knowledge or skills
- ◆ Completion of class work

Benefit to students:

- ◆ Communicate to the students that learning takes place all the time, not just in school
- ◆ Develop responsibility and study skills
- ◆ Reinforce academic skills
- ◆ Increase retention

Professional staff responsibilities:

- ◆ Provide timely feedback on the product and the demonstration of responsibility
- ◆ Provide direction and instruction to enable the student to work sent home

Student responsibilities:

- ◆ Bring directions and appropriate materials home
- ◆ If there are questions, ask the teacher before going home
- ◆ Complete work on time
- ◆ Put forth effort required for quality work

Principal/Administration responsibilities:

- ◆ Facilitate articulation regarding homework between and within grade level reviewing areas such as type and frequency
- ◆ Provide in-service support to staff and parents

Parent responsibilities:

- ◆ Provide support through organization of time, space, and materials for homework
- ◆ Foster independence by allowing the child to own his/her work

Adopted: April 8, 1997

HOMWORK GUIDELINES

These guidelines define general homework expectations and will be applied with reasonable flexibility. They are not to solve all problems related to homework. Rather, they are a guide for students, parents, and teachers as all work together in an attempt to reach an appropriate balance between the student's school life and family life.

These guides aim to be sensitive to developmental readiness as the student progresses from fifth through eighth grade, and to provide a framework to prepare students for the responsibilities and workloads of high school and beyond. The expectation for the student to self-advocate with teachers becomes greater while the need for parent involvement becomes less. During these transition years, it is appropriate for students to experience challenges, which lead to determination, confidence, and independence.

Definition of Student Homework Responsibilities

From fifth grade to eighth grade, parents and teachers should work together with students to help them achieve independence in managing the following homework responsibilities.

Students will:

- ♦ Maintain an accurate assignment notebook
- ♦ Manage an average daily homework workload of:

<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
1-1.5 hours	1-2 hours	1.5-2.5 hours	2-2.5 hours

- ♦ Organize homework workloads to distribute the demands of daily, short-term, and long-term projects.
- ♦ Balance personal activities and commitments with school responsibilities
- ♦ Establish a time and place at home to do nightly homework
- ♦ Produce homework that meets the requirements of the assignment
- ♦ Advocate with teachers and staff regarding homework issues
- ♦ Bring homework to class on time

Homework Expectations by Subject Area

The following are general descriptions of the types and frequencies of homework to be routinely expected in each subject area:

<u>Fine Arts:</u>	Study for tests, quizzes, and projects; nightly practice for performing arts groups
<u>World Languages:</u>	Short and long-term assignments four or five times per week; nightly review when formal assignments are not given
<u>Health:</u>	Study for tests, quizzes, and projects
<u>Language Arts:</u>	Nightly assignments four to five times per week; short and long-term projects
<u>Math:</u>	Nightly assignments four to five times per week; some long-term projects; nightly review when formal assignments are not given
<u>Science:</u>	Short and long-term assignments two to three times per week
<u>Social Studies:</u>	Nightly assignments four to five times per week; short and long-term projects

NOTES