
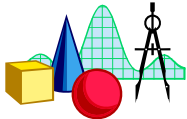






EIGHTH GRADE CURRICULUM

TOPIC	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
LITERACY <i>Philosophy</i>			
Umbrella Questions	<i>How do our experiences influence who we are?</i>	<i>How do people deal with conflict?</i>	<i>How can we empower ourselves through decision-making?</i>
Enduring Understanding	Literature and writing help us to understand and express who we are and how we relate to others. Literary techniques help the reader/audience make meaning of text.	Effective written and oral persuasion requires adequate support.	Effective decision-making requires a clear understanding of the research process and content, consideration of options, and evaluation of consequences.
Performance Assessment	Students create a personal narrative.	Students convince their audience to accept their side of the controversial societal issue in a persuasive paper or speech.	Students plot their decision-making process and present their final decision in an expository paper/visual/oral product.
District Language Arts Outcome	Students will understand how forms of significant forms of literature represent various cultures, eras, and ideas.	Students will write to communicate for a variety of purposes. Students will use literacy skills to acquire, assess, and communicate information.	Students will use listening and speaking strategies to communicate in a variety of ways.
<i>Reading Strategies</i> Pat, the proficient reader	 <p>Fix-Up Strategies Form Sensory Images Connect New to Known Ask Questions Infer Meaning Determine Importance Synthesis</p>		

Writing			
<u>6 Traits of Writing</u>	Ideas and Content Voice Conventions (ongoing)	Organization Word Choice Conventions (ongoing)	Sentence Fluency Conventions (ongoing)
Genre/Modes of Writing	Write in the expressive mode (journals, learning logs) Write in transactional mode- narrative pieces in multi-paragraph form	Write in transactional mode- persuasive pieces in multi-paragraph form.	Write in the expressive mode (journals, learning logs) Write in the literary mode (e.g. dialogue, story, free verse, structured poetry). Write in transactional mode- expository pieces in multi-paragraph form
Speaking & Listening	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Use contextual cues to select verbal and nonverbal strategies in informal speaking situations. -Interpret verbal and nonverbal messages to construct appropriate responses. -Monitor and correct listening and speaking strategies in formal and informal situations. -Use contextual cues to select verbal and nonverbal strategies in formal speaking situations. -Select and use appropriate listening strategies to construct meaning. 		
Literature	<p><i>Students will be able to: ...</i></p> <p>Relate literature to students' own experiences.</p> <p>Identify literary elements and understand their influence on a text's meaning.</p> <p>Identify literary techniques and understand their influence on a text's meaning.</p>	<p><i>Students will be able to:</i></p> <p>Relate literature to students' own experiences.</p> <p>Read and interpret literature representing both unique and universal human experiences.</p>	<p><i>Students will be able to:</i></p> <p>Analyze and identify characteristics and authors of various forms of literature.</p> <p>Interpret both fiction and nonfiction.</p>

<p>Accessing & Acquiring Information <u>Information Literacy - Big 6</u></p>	<p><i>Students will be able to:</i></p> <p>Establish a purpose for inquiry.</p> <p>Locate, evaluate, and select information from sources appropriate to the purpose.</p> <p>Locate, evaluate, and select sources of information from sources appropriate to the purpose.</p> <p>Organize information effectively for the purpose.</p> <p>Select and use formats to communicate information effectively to support their purposes.</p>	
<p>MATH <u>Philosophy</u></p>		
<p>Focus Areas</p> 	<p><i>Number and Operation</i></p> <ul style="list-style-type: none"> • Operations with fractions, decimals, percents, integers • Scientific Notation • Representations of Irrational numbers • Estimation 	<p><i>Algebra</i></p> <ul style="list-style-type: none"> • Various representations of recursive patterns. • Translate into two variable expressions, equations, and inequalities. • Multiple representations of linear relationships including slope, horizontal and vertical axes intercepts. • Simple Quadratic equations
<p>Problem Solving</p>	<p>Application of previously taught problem solving strategies. Students will recognize, analyze, select and apply appropriate computational strategies in real life situations.</p>	<p>Application of previously taught problem solving strategies with an emphasis on solving problems involving linear equations in real life contexts.</p>
<p>Objectives Assessed</p>	<ul style="list-style-type: none"> • No Assessments for this Area • Pythagorean Theorem • Meaning of horizontal and vertical intercepts. • Graphing Linear Relationships 	<ul style="list-style-type: none"> • Slope of a line

SCIENCE <i>Philosophy</i>	6-8 Overview			
Inquiry 	Life Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You	Physical Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You	Earth Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You	
Content/Hands-On Learning	Unit 1: How does the energy from the sun affect life on earth?	Unit 2: How does matter behave? How does energy's absorption or release affect the behavior of matter?	Unit 3: How does energy behave in a system? How does the absorption of energy or the release of energy affect the behavior of matter?	Unit 4: How is life sustained?
Case Study	Life Science/Biochemistry	Physical Science/Chemistry/Structure and Changes of Matter	Physical Science/Transfer of Energy	Life Sciences/Genetics
THINKING ACROSS THE CURRICULUM				
HEALTH	6-8 Health Overview			
Focus	Unit 1: Healthy Body Systems 3 weeks The focus is on how to keep the systems healthy and on injury prevention, not in-depth anatomy. Topics: <ul style="list-style-type: none"> • Muscular System • Skeletal System • Respiratory System • Circulatory System • Nervous System 		Unit 1: Substance Awareness 3 weeks Topics: <ul style="list-style-type: none"> • Tobacco Review • Alcohol Review • Marijuana Review • Inhalants Review • Narcotics • Hallucinogens • Stimulants • Depressants 	

	<ul style="list-style-type: none"> • Injury Prevention • Keeping Healthy • Diseases and Disorders 	<ul style="list-style-type: none"> • Legal Drugs • Addiction and Treatment 	
SOCIAL SCIENCE <i>Philosophy</i>			
Umbrella Questions – Big Ideas	<i>How has citizenship developed through American history?</i>	<i>How has conflict shaped American history?</i>	<i>How does the exercise of power shape the course of American history?</i>
Themes	Citizenship	Conflict	Power
Case Studies	Exploration Colonization American Revolution US Constitution	Westward Expansion Civil War Era Industrial Revolution Immigration	World War I 1920's Great Depression World War II Cold War Vietnam Era Pop Culture Age of Technology
Inquiry	 <p>Rights How is the structure of government related to individual rights? How did Americans come to cherish the rights of individuals in society?</p> <p>Responsibilities Why must a citizen accept responsibility in a democracy? Why is it essential that a citizen in a democracy be informed?</p> <p>Power Why is government limited in a democracy? Why do people move?</p> <p>Beliefs How do beliefs impact one</p>	<p>War How does war represent the failure of compromise? Are there principles which should never be compromised, even at the cost of war?</p> <p>Compromise Why is compromise an element of the political process?</p> <p>Change How did the growth and development of the U.S. lead to conflict? How does conflict lead to political, economic, and social change?</p> <p>Citizenship</p>	<p>Leadership What are the enduring qualities of effective leadership, both past and present? What are the obligations and responsibilities of leadership?</p> <p>Institutions How do the institutions a society creates reflect the power of that society?</p> <p>Resources/Environment How does physical geography impact both wealth and power in a nation? How does the free exchange of ideas expand the power of a democratic</p>

	<p>group's treatment of another? How do our beliefs and experiences affect the choices that we make?</p> <p>Conflict</p> <p>Is it inevitable that conflict results when cultures meet? What choices are good citizens required to make in times of conflict?</p>	<p>In what ways has compromise furthered or hindered democratic ideals? How does your own definition of identity impact your actions?</p> <p>Power</p> <p>What kinds of actions can individuals and groups take to affect change? How does political, economic, and social management lead to conflict?</p>	<p>society?</p> <p>Conflict</p> <p>How does the desire for power cause conflict?</p> <p>Citizenship</p> <p>How have the global connections of the modern world impacted the rights and responsibilities of U.S. citizens? How is diversity a source of power in a democratic society?</p>
Civic Virtues	<p>Justice - majority rule vs. minority rights</p> <p>Diversity</p> <p>Individual rights</p>	<p>Common good</p> <p>Individual rights</p>	<p>Equality of opportunity</p> <p>Diversity</p> <p>Truth</p> <p>Justice</p> <p>Patriotism</p>
ACADEMICALLY TALENTED			
<p>Project IDEA</p> <p>Honors Math</p>			
SOCIAL EMOTIONAL GOALS			
TEXTBOOKS			