

RELIGION

*Proclaim the Word; be persistent whether it is convenient or inconvenient; convince, reprimand, encourage through all patience and teaching.
(2 Timothy 4:2)*

EIGHTH GRADE

Overview

Church History

Church History

8RELIGI-1	Trinity
8RELIGI-1A	Describe how God’s self-revelation continues.
8RELIGI-1B	Explain the Church’s role in God’s revelation.
8RELIGI-1C	Recognize that Jesus’ mission is a continuing one – to bring to God the Father.
8RELIGI-1D	Describe how Jesus reveals His love and saves us from sin and death through His death and resurrection.
8RELIGI-1E	Explain how Jesus is present today through prayer, the Gospels, the Church and sacraments.
8RELIGI-1F	Explain how the Holy Spirit strengthens us to follow Christ and to live the Gospel values.
8RELIGI-1G	Recognize that the Holy Spirit has helped the Church to renew and form itself.
8RELIGI-2	Church
8RELIGI-2A	Describe the first Pentecost as the birth of the Church.
8RELIGI-2B	Understand that the Acts of the Apostles describes how the early Christian community lived and gave witness.
8RELIGI-2C	Explain the Council of Jerusalem and its effect upon the early Church.
8RELIGI-2D	Explain how the Letters were written to communities in the early Church by Paul, and other leaders, to encourage the Christians to be strong in their witness to Christ.
8RELIGI-2E	Recognize that sacramental and liturgical actions of the Church originated in Jewish rituals.
8RELIGI-2F	Explain life in Israel in the early Church.
8RELIGI-2G	Describe life in the Roman Territories for the early Christians.
8RELIGI-2H	Explain the results of the Peace of Constantinople.
8RELIGI-2I	Describe monasticism and its effects in history.
8RELIGI-2J	Explain the Church’s growth in the time of Mendicants.
8RELIGI-2K	Explain Charlemagne’s role in Church history.
8RELIGI-2L	Explain the Church’s growth in the time of the Crusades.
8RELIGI-2M	Describe the great schism in the Church.
8RELIGI-2N	Describe the cause and effects of the Reformation.
8RELIGI-2O	Describe the events surrounding the Diet (legislation) of Augsburg and its effects.

8RELIGI-2P	Describe the Counter-Reformation.
8RELIGI-2Q	Describe the Missionary Church.
8RELIGI-2R	Time line the growth of the Church in America.
8RELIGI-2S	List and describe the Four Last Things (death, judgment, hell, heaven) as the destiny of the Church.
8RELIGI-3	Church Leaders
8RELIGI-3A	Explain the role of the early Church “Fathers”.
8RELIGI-3B	Define Doctor of the Church and explain the contributions of these holy men and women.
8RELIGI-3C	Papal succession
8RELIGI-3D	Other significant leaders in the Church (list other saints, patron of school, etc.)
8RELIGI-3E	Explain the importance of American Church figures.
8RELIGI-4	Councils
8RELIGI-4A	Define Council as ecumenical.
8RELIGI-4B	Associate Councils with problems and decisions.
8RELIGI-4C	Relate the Council of Nicea with the divinity of Jesus.
8RELIGI-4D	Relate the Council of Constantinople with the Holy Spirit.
8RELIGI-4E	Relate the Council of Ephesus with Mary, the Mother of God.
8RELIGI-4F	Relate the Council of Chalcedon with the humanity of Jesus.
8RELIGI-4G	Explain the effects of the 4 th Lateran Council.
8RELIGI-4H	Relate the Council of Florence with the Eastern Church.
8RELIGI-4I	Describe the cause and effect of the Council of Trent.
8RELIGI-4J	Relate Vatican I with the Pope’s infallibility.
8RELIGI-4K	Describe Vatican II’s impact on the liturgy and on ecumenism and evangelization in the modern world.

Christian Living

8RELIGI-5	Christian Response
8RELIGI-5A	Describe how Jesus’ life gives us an example of how to live.
8RELIGI-5B	Apply how Jesus offers the Beatitudes as a way of life for His followers.
8RELIGI-5C	Explain a life of sharing, service, and witness as part of the total mission of the Church.
8RELIGI-5D	Participate in Christian service activities.
8RELIGI-6	Morality and Ethics
8RELIGI-6A	Explain how sin is the greatest obstacle to loving God and working out our salvation.
8RELIGI-6B	Understand that sin occurs when moral laws are knowingly and deliberately violated.
8RELIGI-6C	Describe conversion as a healing process in which weakness, selfishness, and sin is overcome through divine grace and the formation of good habits.
8RELIGI-6D	List and describe the cardinal and theological virtues.
8RELIGI-6E	Demonstrate the framework for ethical decision making (e.g. foreseen/unforeseen, intended/unintended consequences).

8RELIGI-7	Social Issues
8RELIGI-7A	Suggest preventative measures and/or temporary/permanent solutions to social issues.
8RELIGI-7B	Describe the causes and effects of <i>hunger</i> (e.g. spiritual, emotional, psychological, etc.)
8RELIGI-7C	Describe non-physical types of <i>hunger</i> .
8RELIGI-7D	Give the causes and effects of <i>violence</i> and <i>crime</i> .
8RELIGI-7E	Name the causes and effects of <i>war</i> .
8RELIGI-7F	Discuss <i>population growth</i> and growth trends.
8RELIGI-7G	Describe the problems of <i>over-population</i> and the need for balance.
8RELIGI-7H	Explain the importance of <i>conserving resources</i> and the dangers of <i>pollution</i> .
8RELIGI-7I	Describe the types (religious, ethnic, socioeconomic, gender, disability, racial, age, etc.), <i>causes, and effects of discrimination</i> .
8RELIGI-7J	Name, compare, and explain the different types of <i>poverty</i> , both material and spiritual.
8RELIGI-7K	Describe the causes and effects of the present <i>divorce</i> rate.
8RELIGI-7L	Distinguish between <i>separation, divorce, and annulment</i> .
8RELIGI-7M	Explain how all <i>life</i> is a gift from God. Describe every person's right to life.
	Explain why the following are life issues:
8RELIGI-7N	<i>Abortion</i>
8RELIGI-7O	<i>Euthanasia</i>
8RELIGI-7P	<i>Capital Punishment</i>
8RELIGI-7Q	Describe times when disobedience of civil laws is allowed for the sake of obeying God's Law.
8RELIGI-7R	Identify various types of <i>drugs</i> . Describe the effects of drugs.
8RELIGI-7S	Understand that everyone has a right to personal <i>privacy</i> .
	Explain how humans abuse and misuse the gift of <i>sexuality</i> and the Church's teachings on the following:
8RELIGI-7T	<i>Promiscuity</i>
8RELIGI-7U	<i>Premarital sex</i>
8RELIGI-7V	<i>Homosexual acts</i>
8RELIGI-7W	<i>Rape</i>
8RELIGI-7X	<i>AIDS</i>
8RELIGI-7Y	<i>Sexually transmitted diseases</i>
8RELIGI-7Z	<i>Pornography</i>
8RELIGI-7AA	<i>Prostitution</i>
8RELIGI-8	Human Life
8RELIGI-8A	Understand that everyone is loved and deserving of respect.
8RELIGI-8B	Respect individual differences as gifts to be appreciated.
8RELIGI-8C	Recognize the different ways of expressing love for others.
8RELIGI-8D	Understand that sexual intercourse, within a marriage, is an expression of love between a husband and wife.
8RELIGI-8E	Recognize our responsibility for our actions and the importance of avoiding people and situations which may be dangerous.
8RELIGI-8F	Define emotional, physical, and sexual abuse.

8RELIGI-8G	Describe strategies to get out of abusive (or potentially abusive) situations.
8RELIGI-8H	Explain strategies to protect oneself from abuse.
8RELIGI-8I	Recognize the different types of sexual perpetrators.
8RELIGI-8J	Explain safe internet use as a means of protecting oneself from predators.
8RELIGI-8K	Explain the importance of reporting abuse.
8RELIGI-8L	Explain the consequences of false reporting of abuse.
8RELIGI-8M	Recognize the dangers of alcohol and drugs.

Prayer

8RELIGI-9	Prayer
8RELIGI-9A	Make the sign of the cross reverently.
8RELIGI-9B	Pray together as a class, school community, family and Church.
8RELIGI-9C	Pray common prayers of the Church (See Appendix)
8RELIGI-9D	Experience different types of prayers (petition, thanksgiving, praise, intercession, blessing, etc.)
8RELIGI-9E	Understand the purpose of Adoration.
8RELIGI-9F	Plan a Mass.

LANGUAGE ARTS

EIGHTH GRADE

Overview

Language arts in the eighth grade is designed to encourage students to develop strategies that deal with language in real life situations. Writing focuses on prewriting, composing, and editing with emphasis on narrative, expository, persuasive, and descriptive texts. Reading comprehension and vocabulary stresses development of reading and thinking skills that enable students to comprehend and react critically to various genres. The student will continue to develop an appreciation for literature through a study of literary elements contained in classic works as well as contemporary selections of both fiction and non-fiction. Language objectives stress mechanics, language expression, and organization of ideas. Information and research skills emphasize organization and analysis to synthesize information.

Reading: Literature/Fiction

8LAFICT-1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text.
8LAFICT-1A	Read text for specific information.
8LAFICT-1B	Differentiate between key and insignificant details in the text.
8LAFICT-1C	Draw inferences and revise predictions based on textual evidence.
8LAFICT-1D	Interpret meaning from author's use of language in oral discussion or written response.
8LAFICT-2	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
8LAFICT-2A	Determine types of conflict in fictional texts.
8LAFICT-2B	Determine five elements of plot (Exposition, Rising Action, Climax, Falling Action, Resolution).
8LAFICT-2C	Demonstrate how specific characters, setting, and elements of the plot reveal and contribute to the theme of the text.
8LAFICT-2D	Articulate the theme(s) of a fictional text, providing specifics from the text to support the response.
8LAFICT-3	Provide an objective summary of the text.
8LAFICT-3A	Distinguish between fact and personal opinion.
8LAFICT-3B	Identify, extract, and cite text to support assumptions.
8LAFICT-4	Analyze how particular lines of dialogue or incidents in story or drama propel the action, reveal aspects of a character, or provoke a decision.
8LAFICT-4A	Demonstrate the ability to recognize how characters respond and change as the plot moves forward.
8LAFICT-4B	Analyze how the dialogue reveals a character's traits and personality.
8LAFICT-4C	Describe the effects characters' decisions have on the plot and how characters affect each other.

8LAFICT-5	Analyze the impact of figurative language on meaning and tone in a variety of literature.
8LAFICT-5A	Determine the meaning of a word or phrase within the passage, based upon the context clues of the sentence.
8LAFICT-5B	Identify and explain the meaning of figurative language used in a text (metaphor, simile, personification, imagery, hyperbole, symbolism, and idiom).
8LAFICT-5C	Explain literary techniques used in a text to establish mood and tone (irony, foreshadowing, analogy, and allusion).
8LAFICT-5D	Explain the effect of sound devices on mood and tone in a text (alliteration, onomatopoeia, rhyme, meter, and voice).
8LAFICT-6	Analyze how the structure of each text contributes to its meaning and style.
8LAFICT-6A	Explain the effect of dramatic elements in a text (monologue, soliloquy, aside, and dialogue).
8LAFICT-6B	Scrutinize how the structure of a poem reveals an author’s message and purpose.
8LAFICT-6C	Compare and contrast the structure of two texts (author’s style and approach, order/sequence, approach to similar themes and ideas).
8LAFICT-6D	Describe how diction and syntax convey an author’s tone.
8LAFICT-7	Analyze how differences in the points of view of the characters in text and in media create such effects as suspense or humor.
8LAFICT-7A	Identify different points of view (first-person, third-person limited, third-person omniscient) and narrators (reliable, unreliable) within a text/media.
8LAFICT-7B	Describe how the point of view affects the reader and contributes to the overall mood and tone in a text/media.
8LAFICT-7C	Identify the use of irony within a text/media (dramatic, verbal, and situational).
8LAFICT-7D	Compare and contrast the media version to the print version of a text.
8LAFICT-8	Analyze how fictional texts address similar themes and topics.
8LAFICT-8A	Recognize and explain different forms of fiction and genres.
8LAFICT-8B	Compare and contrast a modern story with an earlier work (the Bible, myths, legends, folktales, fables, and ancient texts).
8LAFICT-8C	Compare and contrast archetypes in literary texts.

Reading: Informational Text/Non-Fiction

8LANONF-1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text.
8LANONF-1A	Read text for specific information.
8LANONF-1B	Differentiate between key and insignificant details in the text.
8LANONF-1C	Draw inferences and revise predictions based on textual evidence.
8LANONF-1D	Interpret meaning from author’s use of language in oral discussion or written response.

8LANONF-2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
8LANONF-2A	Identify the central idea(s) of a non-fiction text.
8LANONF-2B	Support the central idea with specific examples from the text.
8LANONF-3	Provide an objective summary of the text.
8LANONF-3A	Distinguish between fact and personal opinion.
8LANONF-3B	Identify, extract, and cite text to support the conclusion.
8LANONF-4	Explain the relationship(s) between individuals, ideas, or events.
8LANONF-4A	Identify key individuals/concepts in a text.
8LANONF-4B	Compare and contrast key individuals, concepts, and ideas in a text.
8LANONF-5	Analyze the use of specific words and phrases in a text and their impact on the meaning of the text.
8LANONF-5A	Identify figurative, connotative, and technical meaning of key words in a text.
8LANONF-5B	Identify the mood and tone of a passage in a text.
8LANONF-6	Analyze how the differing structure of each text contributes to its meaning and purpose.
8LANONF-6A	Differentiate between differing structures of non-fiction texts (articles, directions/instructions, essays, biographies, autobiographies, reference materials, journals).
8LANONF-6B	Recognize and use key text features.
8LANONF-6C	Determine how the author uses key text features to establish meaning and purpose.
8LANONF-7	Evaluate an author's argument in a text.
8LANONF-7A	Determine the author's bias, purpose, and audience in a text.
8LANONF-7B	Articulate the author's specific claims in a text in oral/written response.
8LANONF-7C	Analyze how the author acknowledges and responds to conflicting evidence and viewpoints.
8LANONF-7D	Determine whether a claim has sufficient evidence and reasoning to support it.
8LANONF-7E	Recognize when irrelevant evidence is introduced.

Reading: Vocabulary

8LAVOCA-1	Determine the meaning of unknown words or phrases choosing from a range of strategies.
8LAVOCA-1A	Use context clues to determine the meaning of a word or phrase.
8LAVOCA-1B	Recognize the origins or meanings of foreign/root words frequently used in English.
8LAVOCA-1C	Identify the meaning, part of speech, and pronunciation of unknown words by using a glossary, dictionary and thesaurus (print or digital).
8LAVOCA-1D	Use synonyms and antonyms to clarify meaning of unknown words.
8LAVOCA-1E	Use acquired vocabulary appropriately both verbally and in written form.

Listening and Speaking

8LALIST-1	The student will listen and respond to oral communication.
8LALIST-1A	Use appropriate listening skills in various settings (collaborative groups, one-on-one, and teacher led).
8LALIST-1B	Listen to a variety of oral presentations (e.g. speeches, debates, advertisements, trials).
8LALIST-1C	Evaluate, through discussion or written response, the speaker's message in terms of purpose, content, credibility, and delivery.
8LALIST-2	The student will communicate effectively through oral presentation.
8LALIST-2A	Adapt oral communication to a variety of contexts and tasks (e.g. vocabulary, voice modulation, expression, and tone) based on audience and purpose.
8LALIST-2B	Present claims and findings, emphasizing salient points in a focused coherent manner.
8LALIST-2C	Use appropriate delivery (e.g. volume, rate, enunciation, and pacing).
8LALIST-2D	Use appropriate nonverbal skills when speaking (e.g. eye contact, postures, and gestures).
8LALIST-2E	Speak responsibly to present accurate, truthful, and ethical messages.

Grammar and Usage

8LAGRAM-1	The student will demonstrate mastery of the types and functions of nouns.
8LAGRAM-1A	Correctly use nouns as objects and predicate nominatives/subject complements.
8LAGRAM-1B	Correctly use nouns as appositives.
8LAGRAM-1C	Correctly use singular, plural, and possessive nouns.
8LAGRAM-2	The student will demonstrate mastery of the types and functions of pronouns.
8LAGRAM-2A	Correctly use subject and object pronouns.
8LAGRAM-2B	Practice the correct use of pronoun antecedent agreement in sentences.
8LAGRAM-2C	Practice the correct use of indefinite pronouns.
8LAGRAM-2D	Practice the correct use of interrogative/demonstrative pronouns.
8LAGRAM-2E	Practice the correct use of relative pronouns.
8LAGRAM-2F	Practice the correct use of reflexive/intensive pronouns.
8LAGRAM-3	The student will demonstrate mastery of the types and functions of verbs.
8LAGRAM-3A	Correctly use action, linking, and helping/auxiliary verbs.
8LAGRAM-3B	Correctly use verb tense in sentences.
8LAGRAM-3C	Correctly use subject-verb agreement in sentences.
8LAGRAM-3D	Identify active and passive voice.
8LAGRAM-4	The student will demonstrate mastery of the types and functions of modifiers.
8LAGRAM-4A	Correctly use all forms of adjectives and adverbs.
8LAGRAM-4B	Correctly use predicate adjectives/subject complements.

8LAGRAM-5	The student will develop further understanding of and will use phrases and clauses.
8LAGRAM-5A	Correctly use prepositional phrases.
8LAGRAM-5B	Practice the correct use of prepositional phrases as adjectival and adverbial phrases.
8LAGRAM-5C	Practice the correct use of participles and participial phrases.
8LAGRAM-5D	Practice the correct use of gerunds and gerund phrases.
8LAGRAM-5E	Practice the correct use of infinitives and infinitive phrases.
8LAGRAM-5F	Practice the correct use of clauses (independent, dependent/subordinate).
8LAGRAM-5G	Identify adjective, adverb, and noun clauses.
8LAGRAM-6	The student will demonstrate mastery of the types and functions of connectors.
8LAGRAM-6A	Correctly use conjunctions (coordinating, correlative, and subordinating).
8LAGRAM-7	The student will demonstrate mastery of the types and structures of sentences.
8LAGRAM-7A	Correctly use simple and compound sentences.
8LAGRAM-7B	Practice the correct use of complex and compound-complex sentences.
8LAGRAM-7C	Identify and correct sentence fragments and run-on sentences.
8LAGRAM-8	The student will demonstrate correct usage of the mechanics of grammar.
8LAGRAM-8A	Use correct capitalization rules.
8LAGRAM-8B	Practice the use of commas correctly in given sentences.
8LAGRAM-8C	Practice the use of colons and semi-colons.
8LAGRAM-8D	Practice the use of hyphens, dashes, and parentheses.
8LAGRAM-8E	Apply spelling strategies and skills.

Writing

8LAWRIT-1	Process – The student will develop writing skills.
8LAWRIT-1A	Use prewriting and drafting strategies to generate topics and plan approaches.
8LAWRIT-1B	Create an organizational structure that includes an introduction, a clear focus, effective transitions, and a conclusion.
8LAWRIT-1C	Support the thesis with analogies, paraphrases, quotations, opinions from authorities, and comparisons.
8LAWRIT-1D	Use vivid, varied, precise, and economical word choices.
8LAWRIT-1E	Revise writing for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passages, and ideas.
8LAWRIT-1F	Edit final copies to correct errors in usage, capitalization, punctuation, and spelling.
8LAWRIT-2	Composition – The student will write for various audiences and purposes.
8LAWRIT-2A	Write for various audiences and purposes using narrative texts.
8LAWRIT-2B	Write for various audiences and purposes using descriptive texts.
8LAWRIT-2C	Write for various audiences and purposes using expository texts.
8LAWRIT-2D	Write for various audiences and purposes using persuasive texts.
8LAWRIT-2E	Use writing as a means to paraphrase and/or summarize what is read or heard.
8LAWRIT-2F	Write responses to literature.

8LAWRIT-2G	Write non-fiction paragraphs that describe, narrate, persuade, compare, and contrast.
8LAWRIT-2H	Write paragraphs that establish and support a central idea with a topic sentence, supporting details, and a concluding sentence.
8LAWRIT-2I	Understand the components of a 12-sentence paragraph.
8LAWRIT-2J	Write a four paragraph essay which includes an introductory, two bodies, and concluding paragraphs.
8LAWRIT-2K	Use functional types of writing (e.g. letters, essay questions, outlining).
8LAWRIT-2L	Use personal writing for pleasure (e.g. journals, friendly letters, stories, poems).

Information and Research

8LAINFO-1	Reference – The student will identify and use sources of different types of information.
8LAINFO-1A	Demonstrate use of functional print (e.g. schedules, letters, directories, charts, maps, graphs, tables, diagrams, and directions).
8LAINFO-1B	Demonstrate appropriate use of informational sources (digital and print).
8LAINFO-2	Research – The student will analyze and synthesize information.
8LAINFO-2A	Choose a narrow topic for research.
8LAINFO-2B	Conduct a search on a selected topic.
8LAINFO-2C	Assess the credibility and accuracy of multiple sources.
8LAINFO-2D	Draw evidence from literary or informational texts to support analysis, reflection, and research.
8LAINFO-2E	Paraphrase and quote relevant information avoiding plagiarism.
8LAINFO-2F	Organize information into a 12-sentence paragraph to support a topic sentence.
8LAINFO-2G	Provide documentation through the use of MLA format.

MATHEMATICS

ALGEBRA

Number Sense and Operations

8ALGEBR-1	The student will understand operations, numbers, ways of representing numbers, relationships among numbers, and number systems.
8 ALGEBR--1A	Compare, order, and graph rational numbers.
8 ALGEBR--1B	Compute with rational numbers.
8 ALGEBR--1C	Simplify rational numbers.
8 ALGEBR--1D	Classify rational numbers.
8 ALGEBR--1E	Apply order of operations.
8 ALGEBR--1F	Use properties of numbers: commutative, associative, distributive, identity, and inverse.
8 ALGEBR--1G	Evaluate expressions using absolute value.

Algebraic Expressions

8ALGEBR-2	The student will represent and analyze mathematical situations and structures using algebraic thought.
8ALGEBR-2A	Evaluate algebraic expressions.
8ALGEBR-2B	Use grouping symbols.
8ALGEBR-2C	Apply order of operations.
8ALGEBR-2D	Use properties of numbers: commutative, associative, distributive, identity, inverse and multiplicative property of zero.
8ALGEBR-2E	Simplify expressions.
8ALGEBR-2F	Translate verbal expressions into algebraic expressions.

Equations

8ALGEBR-3	The student will use equations in problem solving.
8ALGEBR-3A	Solve equations.
8ALGEBR-3B	Clear equations of fractions/decimals.
8ALGEBR-3C	Recognize equivalent equations.
8ALGEBR-3D	Solve for a given variable in a formula.
8ALGEBR-3E	Solve equations involving absolute value.
8ALGEBR-3F	Solve problems involving proportions.
8ALGEBR-3G	Solve problems involving applications of percent including percent of increase or decrease.
8ALGEBR-3H	Solve problems by writing and solving equations including: consecutive integer, perimeter, distance, and mixture problems.

Inequalities

8ALGEBR-4	The student will solve problems involving inequalities.
8ALGEBR-4A	Determine whether a given number is a solution of an inequality.
8ALGEBR-4B	Solve and graph inequalities.

8ALGEBR-4C	Solve and graph compound inequalities.
8ALGEBR-4D	Solve and graph inequalities involving absolute value.
8ALGEBR-4E	Translate phrases into mathematical inequalities.

Relations and Functions

8ALGEBR-5	The student will understand the connection between relations and functions.
8ALGEBR-5A	Identify relations and functions.
8ALGEBR-5B	Identify domain and range.
8ALGEBR-5C	Write an equation using function notation.
8ALGEBR-5D	Recognize a function by use of vertical line test.
8ALGEBR-5E	Evaluate a function.
8ALGEBR-5F	Write equations for direct and indirect variations.
8ALGEBR-5G	Solve problems involving direct and indirect variations.

Graphs and Linear Equations

8ALGEBR-6	The student will apply knowledge of graphs and linear equations.
8ALGEBR-6A	Graph equations in two variables using an x - y chart.
8ALGEBR-6B	Find the x -intercept and y -intercept of a line.
8ALGEBR-6C	Graph equations in two variables using the intercepts.
8ALGEBR-6D	Find the slope of a line given the graph or two points on the line.
8ALGEBR-6E	Find the slope of a line given the equation.
8ALGEBR-6F	Graph equations in two variables using the slope and y -intercept.
8ALGEBR-6G	Graph linear equations that are vertical and horizontal lines.
8ALGEBR-6H	Identify the slope of vertical and horizontal lines.
8ALGEBR-6I	Use the point-slope formula to write the equation of a line given the slope and one point.
8ALGEBR-6J	Use the point-slope formula to write the equation of a line given two points on the line.
8ALGEBR-6K	Use the point-slope formula to write the equation of a line given the graph.
8ALGEBR-6L	Use the point-slope formula to write the equation of a line given a set of data points.
8ALGEBR-6M	Use slope to determine if lines are parallel or perpendicular.
8ALGEBR-6N	Write the equation of a line that is parallel or perpendicular to a given line through a given point.
8ALGEBR-6O	Identify slope as a rate of change.
8ALGEBR-6P	Find rates of change from tables and graphs.
8ALGEBR-6Q	Express equations in standard form, point-slope form, and slope-intercept form.
8ALGEBR-6R	Determine whether a given ordered pair is a solution of an inequality.
8ALGEBR-6S	Graph inequalities in two variables.
8ALGEBR-6T	Graph systems of linear inequalities in two variables.

Systems of Equations

8ALGEBR-7	The student will solve systems of equations by multiple methods.
8ALGEBR-7A	Solve systems of equations by graphing.
8ALGEBR-7B	Solve systems of equations by substitution.
8ALGEBR-7C	Solve systems of equations by addition (elimination).
8ALGEBR-7D	Solve problems involving distance, cost, coin, and mixture by writing and solving systems of equations.

Exponents and Polynomials

8ALGEBR-8	The student will demonstrate understanding of exponents and polynomials.
8ALGEBR-8A	Apply the laws of exponents: multiplying and dividing powers, raising a power to a power, writing integer exponents as reciprocals.
8ALGEBR-8B	Convert between standard notation and scientific notation.
8ALGEBR-8C	Multiply and divide numbers in scientific notation and express the answer in scientific notation.
8ALGEBR-8D	Identify terms, factors, coefficients, degree of terms, and degree of polynomials.
8ALGEBR-8E	Simplify polynomials.
8ALGEBR-8F	Add, subtract, and multiply polynomials.

Factoring

8ALGEBR-9	The student will use factoring to solve equations.
8ALGEBR-9A	Factor out greatest common factor (GFC).
8ALGEBR-9B	Factor by grouping.
8ALGEBR-9C	Factor trinomials of the type $ax^2 + bx + c$ when $a = 1$.
8ALGEBR-9D	Factor trinomials of the type $ax^2 + bx + c$ when $a \neq 1$.
8ALGEBR-9E	Factor trinomial squares.
8ALGEBR-9F	Factor difference of two squares.
8ALGEBR-9G	Solve quadratic equations by factoring.
8ALGEBR-9H	Solve problems involving area and consecutive integers by writing equations and factoring.

Rational Expressions and Equations

8ALGEBR-10	The student will understand rational expressions and use them to solve equations.
8ALGEBR-10A	Simplify rational expressions.
8ALGEBR-10B	Add, subtract, multiply, and divide rational expressions.
8ALGEBR-10C	Simplify complex rational expressions.
8ALGEBR-10D	Solve equations involving rational expressions
8ALGEBR-10E	Solve problems involving combined rates (work) by writing and solving equations.

Radical Expressions and Equations

8ALGEBR-11	The student will understand radical expressions and use them to solve equations.
8ALGEBR-11A	Simplify radicals.
8ALGEBR-11B	Add, subtract, multiply, and divide radical expressions.
8ALGEBR-11C	Rationalize the denominator in a radical expression including the use of a conjugate.
8ALGEBR-11D	Solve equations involving radicals.

Extensions

8ALGEBR-12	To be used for additional instruction when needed.
8ALGEBR-12A	Division of polynomials.
8ALGEBR-12B	Explore basic operations with matrices.
8ALGEBR-12C	Solve quadratic equations by completing the square.
8ALGEBR-12D	Solve quadratic equations using the quadratic formula.
8ALGEBR-12E	Graph quadratics.

PHYSICAL SCIENCE

EIGHTH GRADE

Overview

Physical science concepts focus on matter, energy, and the interactions of matter and energy. Physical science progresses students from exploring the physical characteristics of materials to knowing how atoms and molecules are arranged. Students should have the opportunity to investigate and apply the basic concepts of physical science as a foundation for other science disciplines.

Nature of Science – Middle School¹

8NATSCI	Science Skills 1: The student will understand the nature of scientific knowledge associated with Practices.
8NATSCI-1	Scientific Investigations Use a Variety of Methods
8NATSCI-1A	Science investigations use a variety of methods and tools to make measurements and observations.
8NATSCI-1B	Science investigations are guided by a set of values to ensure accuracy of measurements, observations, and objectivity of findings.
8NATSCI-1C	Science depends on evaluating proposed explanations.
8NATSCI-1D	Scientific values function as criteria in distinguishing between science and non-science.
8NATSCI-2	Scientific Knowledge is Based on Empirical Evidence
8NATSCI-2A	Science knowledge is based upon logical and conceptual connections between evidence and explanations.
8NATSCI-2B	Science disciplines share common rules of obtaining and evaluating empirical evidence.
8NATSCI-3	Scientific Knowledge is Open to Revision
8NATSCI-3A	Scientific explanations are subject to revision and improvement in light of new evidence.
8NATSCI-3B	The certainty and durability of science findings varies.
8NATSCI-3C	Science findings are frequently revised and/or reinterpreted based on new evidence.
8NATSCI-4	Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena
8NATSCI-4A	Theories are explanations for observable phenomena.
8NATSCI-4B	Science theories are based on a body of evidence developed over time.
8NATSCI-4C	Laws are regularities or mathematical descriptions of natural phenomena.
8NATSCI-4D	A hypothesis is used by scientists as an idea that may contribute important new knowledge for the evaluation of a scientific theory.

8NATSCI-4E	The term “theory” as used in science is very different from the common use outside of science.
	Science Skills 2: The student will understand the nature of scientific knowledge associated with Crosscutting Concepts.
8NATSCI-5	Science is a Way of Knowing
8NATSCI-5A	Science is both a body of knowledge and the processes and practices used to add to that body of knowledge.
8NATSCI-5B	Science knowledge is cumulative and many people, from many generations and nations, have contributed to science knowledge.
8NATSCI-5C	Science is a way of knowing used by many people, not just scientists.
8NATSCI-6	Scientific Knowledge Assumes an Order and Consistency in Natural Systems
8NATSCI-6A	Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.
8NATSCI-6B	Science carefully considers and evaluates anomalies in data and evidence.
8NATSCI-7	Science is a Human Endeavor
8NATSCI-7A	Men and women from different social, cultural, and ethnic backgrounds work as scientists and engineers.
8NATSCI-7B	Scientists and engineers rely on human qualities such as persistence, precision, reasoning, logic, imagination, and creativity.
8NATSCI-7C	Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism and openness to new ideas.
8NATSCI-7D	Advances in technology influence the progress of science and science has influenced advances in technology.
8NATSCI-8	Science Addresses Questions About the Natural and Material World
8NATSCI-8A	Scientific knowledge is constrained by human capacity, technology, and materials.
8NATSCI-8B	Science limits its explanations to systems that lend themselves to observation and empirical evidence.
8NATSCI-8C	Science knowledge can describe consequences of actions but is not responsible for society’s decisions.

Process and Literacy Skills – Middle School

	Literacy Skills 1: The student will develop and demonstrate Common Core Science literacy skills.
8SCILIT-1	Key Ideas and Details
8SCILIT-1A	Cite specific textual evidence to support analysis of science and technical texts.
8SCILIT-1B	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

8SCILIT-1C	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
8SCILIT-2	Craft and Structure
8SCILIT-2A	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to middle school texts and topics.
8SCILIT-2B	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
8SCILIT-2C	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
8SCILIT-3	Integration of Knowledge and Ideas
8SCILIT-3A	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g. flowchart, diagram, model, graph, or table).
8SCILIT-3B	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
8SCILIT-3C	Compare and contrast the information gained from experiments, simulations, videos, or multimedia sources with that gained from reading a text on the same topic.
8SCILIT-4	Obtain, Evaluate, and Communicate Informationⁱⁱ
8SCILIT-4A	Critically read scientific texts adapted for classroom use to determine the central ideas and/or technical information to describe patterns in and/or evidence about the natural and designed world(s).
8SCILIT-4B	Integrate qualitative and/or quantitative scientific and/or technical information in written text with that contained in media and visual displays to clarify claims and findings.
8SCILIT-4C	Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.
8SCILIT-4D	Evaluate data, hypotheses, and/or conclusions in scientific and technical texts in light of competing information or accounts.
8SCILIT-4E	Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.
8SCILIT-5	Range of Reading and Level of Text Complexity
8SCILIT-5A	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Physical Science – Eighth Grade

8PHYSICI-1	Scientific Processes and Inquiry – The student will engage in investigations that lead to the discovery of science concepts.
8PHYSICI-1A	Form a hypothesis and design and conduct an experiment to test it.
8PHYSICI-1B	Collect and analyze data to form logical conclusions.

8PHYSICI-1C	Identify the independent/manipulated variables in an experimental set-up.
8PHYSICI-1D	Identify the dependent/responding variables in an experimental set-up.
8PHYSICI-1E	Identify the constants/controlled variables in an experimental set-up.
8PHYSICI-1F	Identify qualitative and quantitative changes using appropriate SI units.
8PHYSICI-1G	Understand the concepts of measurement (e.g. length, mass, weight, density, and volume).
8PHYSICI-1H	Use SI units correctly.
8PHYSICI-1I	Use unit analysis to complete metric conversions.
8PHYSICI-1J	Label units correctly.
8PHYSICI-1K	Read and interpret charts and graphs. Construct appropriate data tables including units and labels.
8PHYSICI-1L	Communicate results through a written lab report using the steps of the scientific method, including title, purpose, materials, hypothesis, procedures or methods, data results, and conclusion.
8PHYSICI-1M	Exhibit proper use and care of laboratory equipment
8PHYSICI-1N	Practice safety procedures in all science activities
8PHYSICI-2	Matter and Change – The student will discover that elements have distinct properties and atomic structure.
8PHYSICI-2A	Describe matter in terms of its chemical and physical properties including melting/freezing points, mass, volume density, weight and conductivity.
8PHYSICI-2B	Evaluate changes in matter as being physical and chemical.
8PHYSICI-2C	Relate the three stages of matter to changes in energy.
8PHYSICI-2D	Differentiate elements, compounds, and mixtures based on their properties.
8PHYSICI-2E	Describe the development of the Atomic Model Theory.
8PHYSICI-2F	Create a conceptual or physical atomic model that depicts the location of each subatomic particle including the basic atomic structure and its charge.
8PHYSICI-2G	Explain the development and organization of the Periodic Table.
8PHYSICI-3	Chemical Bonds and Reactions – The student will determine that new substances with new properties result from chemical reactions.
8PHYSICI-3A	Identify chemical bonding as a force that holds atoms together in a molecule
8PHYSICI-3B	Illustrate how covalent, ionic and metallic bonds form.
8PHYSICI-3C	Describe ways in which the rate of chemical reactions can be changed.
8PHYSICI-3D	Classify types of chemical reactions.
8PHYSICI-3E	Apply the Law of Conservation of Mass to balance chemical equations.
8PHYSICI-3F	Differentiate acids from bases. Explain the neutralization process.
8PHYSICI-4	Motions and Forces – The student will explore mechanical concepts.
8PHYSICI-4A	Interpret the effect of time on moving objects.
8PHYSICI-4B	Interpret the effect of distance on moving objects.
8PHYSICI-4C	Interpret the effect of mass on moving objects.
8PHYSICI-4D	Interpret the effect of force on moving objects.
8PHYSICI-4E	Interpret the effect of speed on moving objects.
8PHYSICI-4F	Interpret the effect of velocity on moving objects.
8PHYSICI-4G	Interpret the effect of acceleration on moving objects.
8PHYSICI-4H	Apply the formula of speed to solve problems.
8PHYSICI-4I	Apply the formula of velocity to solve problems.
8PHYSICI-4J	Apply the formula of acceleration to solve problems.

8PHYSICI-4K	Apply the formula of force to solve problems.
8PHYSICI-4L	Apply the formula of work to solve problems.
8PHYSICI-4M	Apply the formula of power to solve problems.
8PHYSICI-4N	Apply the formula of kinetic/potential energy to solve problems.
8PHYSICI-4O	Identify friction as a force and predict the effect of that force upon an object.
8PHYSICI-4P	Identify gravity as a force and predict the effect of that force upon an object.
8PHYSICI-4Q	Identify centripetal movement as a force and predict the effect of that force upon an object.
8PHYSICI-4R	Demonstrate each of Newton's Three Laws of Motion.
8PHYSICI-4S	Relate work, power and energy.
8PHYSICI-4T	Compare/contrast kinetic and potential energy.
8PHYSICI-4U	Describe the function of simple machines.
8PHYSICI-5	Energy – The student will determine ways in which energy is converted to other forms.
8PHYSICI-5A	Investigate and describe types and sources of energy, such as heat.
8PHYSICI-5B	Investigate and describe types and sources of energy, such as mechanical.
8PHYSICI-5C	Investigate and describe types and sources of energy, such as chemical.
8PHYSICI-5D	Investigate and describe types and sources of energy, such as electromagnetic.
8PHYSICI-5D	Investigate and describe types and sources of energy, such as nuclear.
8PHYSICI-5F	Describe ways in which energy can change forms.
8PHYSICI-5G	Explain conduction as a method of heat transfer.
8PHYSICI-5H	Explain convection as a method of heat transfer.
8PHYSICI-5I	Explain radiation as a method of heat transfer.
8PHYSICI-5J	Describe what happens during the expansion and contraction of substances.
8PHYSICI-5K	Demonstrate ways to measure temperature.
8PHYSICI-6	Electricity and Magnetism – The student will discover connections between electricity and magnetism.
8PHYSICI-6A	Identify the different processes used to produce electricity (e.g. the flow of electrons).
8PHYSICI-6B	Distinguish between conductors and insulators.
8PHYSICI-6C	Compare/contrast static and current electricity.
8PHYSICI-6D	Identify the conditions under which magnets will attract and/or repel other magnets.
8PHYSICI-6E	Determine that there is a magnetic field around an electrical current.
8PHYSICI-6F	Construct an electromagnet.

UNITED STATES HISTORY

Creating the United States: The Foundation, Formation, and Transformation of the American Nation, 1607-1865

EIGHTH GRADE

Overview

The student will describe and analyze the major causes, key events, and important personalities of the American Revolution. The student will examine in greater depth the factors, events, documents, significant individuals, and political ideas that led to the formation of the United States of America. These will be pursued through a chronological study of the establishment of the 13 colonies, early national period, westward expansion, and the Civil War. Citizenship skills will focus upon the historic development and understanding of constitutional government in the United States. The student will continue to develop and put to use a variety of Social Studies Process and Literacy Skills.

History/Social Studies Reading and Writing Literacy Skills are to be integrated throughout all of the content standards and used for instructional delivery of the content.

Social Studies Process and Literacy Skills should be integrated throughout the content standards and used in teaching and assessing the student's understanding of the course skills and content at the classroom level. (For assessment purposes, each student will be expected to use primary and secondary source documents, timelines, maps, charts, graphs, pictures, photographs, and/ or political cartoons.)

Process and Literacy Skills

	Literacy Skills 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.
8SOCLIT-1	Key Ideas and Details
8SOCLIT-1A	Cite specific textual evidence to support analysis of primary and secondary sources.
8SOCLIT-1B	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge of opinions.
8SOCLIT-1C	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how the Constitution is amended).
8SOCLIT-2	Craft and Structure
8SOCLIT-2A	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
8SOCLIT-2B	Describe how a text presents information (e.g., sequentially, comparatively, causally)
8SOCLIT-2C	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)
8SOCLIT-3	Integration of Knowledge and Ideas
8SOCLIT-3A	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

8SOCLIT-3B	Distinguish among fact, opinion, and reasoned judgment in a text.
8SOCLIT-3C	Analyze the relationship between a primary and secondary source on the same topic.
	Literacy Skills 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.
8SOCLIT-4	Text Types and Purposes
8SOCLIT-4A	Write arguments focused on discipline-specific content.
8SOCLIT-4B	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
8SOCLIT-4C	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
8SOCLIT-4D	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
8SOCLIT-4E	Establish and maintain a formal style.
8SOCLIT-4F	Provide a concluding statement or section that follows from and supports the argument presented.
8SOCLIT-4G	Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes.
8SOCLIT-4H	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
8SOCLIT-4I	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
8SOCLIT-4J	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
8SOCLIT-4K	Use precise language and domain-specific vocabulary to inform about or explain the topic.
8SOCLIT-4L	Establish and maintain a formal style and objective tone.
8SOCLIT-4M	Provide a concluding statement or section that follows from and supports the information or explanation presented.
	(See note; not applicable as a separate requirement)
8SOCLIT-5	Production and Distribution of Writing
8SOCLIT-5A	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8SOCLIT-5B	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
8SOCLIT-5C	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
8SOCLIT-5D	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of explorations.
8SOCLIT-5E	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8SOCLIT-5F	Draw evidence from informational texts to support analysis reflection, and research.

8SOCLIT-6	Range of Writing
8SOCLIT-6A	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/ explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

Content Skills

8USHIST-1	History 1: The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution.
8USHIST-1A	Analyze how the experiences of the colonists shaped the social, political, religious, and economic foundations of the 13 colonies.
8USHIST-1B	Summarize the political and economic consequences of the French and Indian War on the 13 colonies including the imperial policies of requiring the colonies to pay a share of the costs of defending the British Empire.
	Cite specific textual and visual evidence to summarize the significance of British attempts to regulate colonial rights, as well as the colonial responses to these measures including:
8USHIST-1C	The restriction of colonial rights as British subjects including colonial opposition and protests against taxation without representation, the boycotts of British goods, Patrick Henry's <i>Stamp Act Resolves</i> , the Committees of Correspondence, the Townshend Acts, and the Boston Massacre
8USHIST-1D	The <i>Coercive Acts of 1774</i> (the Intolerable Acts) as British punishment for the Boston Tea Party and the convening of the First Continental Congress as a colonial response
8USHIST-1E	The Battles of Lexington and Concord as a rallying point of armed colonial resistance
8USHIST-1F	Patrick Henry's <i>Give Me Liberty or Give Me Death</i> speech and Thomas Paine's pamphlet <i>Common Sense</i> advocating the defense of colonial rights and independence.
	Cite specific textual and visual evidence to analyze the ideological and propaganda war between Great Britain and her North American colonies including:
8USHIST-1G	Points of view of the Patriots and the Loyalists about independence
8USHIST-1H	Influence of Mercy Otis Warren and Phillis Wheatley
8USHIST-1I	Use of Paul Revere's engraving of the Boston Massacre
8USHIST-1J	Rejection of the <i>Olive Branch Petition</i> by King George III
8USHIST-1K	Grievances which motivated the Second Continental Congress to make arguments for and to declare independence from Great Britain, thus creating the United States of America.
	Determine the central ideas and grievances expressed in the <i>Declaration of Independence</i> and their intellectual origin including:
8USHIST-1L	John Locke's theory of natural rights (CST 1,3)
8USHIST-1M	The concept of the social contract (CST 1,3)
8USHIST-1N	The ideals established in the American society of equality, inalienable rights, and the consent of the governed (CST 1,3)

8USHIST-1O	Evaluate the contributions of Thomas Jefferson and his committee in drafting the <i>Declaration of Independence</i> .
8USHIST-1P	Recognize Constitution Day, held September 17 th (signing of the Constitution) (CST 2,6)
8USHIST-1Q	Commemorate Celebrate Freedom Week (week of Veteran’s Day) by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the <i>Declaration of Independence</i> :

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Government are instituted among Men, deriving their just powers from the consent of the governed. (CST 2,6)

8USHIST-2	History 2: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of significant individuals and groups involved in the key military and diplomatic events of the Revolutionary War that resulted in an independent nation.
8USHIST-2A	Analyze the formation of the first American national system of government under the <i>Articles of Confederation</i> including the success of conducting and winning the Revolutionary War. Compare and contrast the different motivations and choices that various colonial populations had regarding the War for Independence including:
8USHIST-2B	Whether to fight for independence, remain loyal to the king, or to be neutral
8USHIST-2C	The choices that free and enslaved African Americans had of joining the British or Colonial forces, escaping to freedom, or remaining enslaved (CST 1,3,4,5)
8USHIST-2D	The decisions Native Americans had as to which side to support in hopes of protecting their traditional cultures and native territories.
	Cite specific textual and visual evidence to summarize the impact of key military and diplomatic events including :
8USHIST-2E	Military leadership of General George Washington
8USHIST-2F	Victories at Boston, Trenton, and Saratoga
8USHIST-2G	Valley Forge Encampment
8USHIST-2H	French Alliance
8USHIST-2I	Defeat of Lord Cornwallis’s army at the Siege of Yorktown
8USHIST-2J	Treaty of Paris (1783).
8USHIST-3	History 3: The student will examine the formation of the American system of government following the Revolutionary War that led to the creation of the <i>United States Constitution</i>.
	Examine and summarize the issues encountered by the young nation that led to the Constitutional Convention in Philadelphia in 1787 including:
8USHIST-3A	Strengths and weaknesses of the <i>Articles of Confederation</i>
8USHIST-3B	Lack of a common national currency
8USHIST-3C	Lack of a common defense
8USHIST-3D	Management of the war debts
8USHIST-3E	Disputes over the western territories as resolved by the <i>Northwest Ordinance</i>
8USHIST-3F	Civil unrest as typified in Shays’ Rebellion.
	Analyze the significance of:
8USHIST-3G	The Constitutional Convention

8USHIST-3H	Its major debates and compromises including the <i>Virginia Plan</i> , the <i>New Jersey Plan</i> , the Great Compromise, the Three-fifths Compromise (CST 1,3,4)
8USHIST-3I	The key contributions of George Washington, James Madison, George Mason, and Gouverneur Morris.
8USHIST-3J	Cite specific textual and visual evidence to examine the arguments for and against the ratification of the <i>United States Constitution</i> by leading Federalists, as well as Anti-Federalist concerns over a strong central government and the omission of a bill of rights.
	Explain the constitutional principles of:
8USHIST-3K	Popular sovereignty (CST 3)
8USHIST-3L	Consent of the governed (CST 3)
8USHIST-3M	Separation of powers (CST 3)
8USHIST-3N	Checks and balances (CST 3)
8USHIST-3O	Federalism (CST 3)
8USHIST-3P	Judicial review. (CST 3)
8USHIST-3Q	Cite specific textual and visual evidence and summarize the rights and responsibilities all Americans possess under the <i>United States Constitution</i> as guaranteed in the <i>Bill of Rights</i> . (CST 3)
8USHIST-4	History 4: The student will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.
	Analyze the impact and consequences of major events and issues facing early presidential administrations including:
8USHIST-4A	The suppression of the Whiskey Rebellion and establishment of the government's right to tax
8USHIST-4B	President George Washington's advice for the new nation in his <i>Farewell Address</i> , and precedents set for future administrations
8USHIST-4C	The restriction of individual rights in the <i>Alien and Sedition Acts</i> (CST 1,3)
8USHIST-4D	The impact of the presidential election of 1800 and the peaceful transfer of political power from one party to another (CST 3)
8USHIST-4E	The acquisition of territory through the <i>Louisiana Purchase</i> and the contributions of the explorations of the Lewis and Clark Corps of Discovery Expedition
8USHIST-4F	How the Marshall Court's precedent-setting decisions in <i>Marbury v. Madison</i> and <i>McCulloch v. Maryland</i> interpreted the <i>United States Constitution</i> and established the Supreme Court as an independent and equal branch of the federal government
8USHIST-4G	United states foreign relations, conflicts, and territorial disputes
8USHIST-4H	The War of 1812
8USHIST-4I	The acquisition of Florida
8USHIST-4J	The significance of the Monroe Doctrine
8USHIST-4K	The increased sectional tension as the nation dealt with the expansion of slavery and attempts to limit it through the <i>Missouri Compromise</i> . (CST 1,4)
	Summarize the significance and impact of the Jacksonian Era including:
8USHIST-4L	Election of Andrew Jackson as a victory for the common man
8USHIST-4M	Nullification and the development of the states' rights debates as a precursor to secession and the Civil War

8USHIST-4N	Impact of government policies, non-adherence to treaties, and territorial expansion on Native American lands including the resistance and removal of the Five Tribes (CST 1,3,4)
	Cite specific textual and visual evidence to compare and contrast economic transformations of the North and South prior to Civil War, such as:
8USHIST-4O	The concentration of population
8USHIST-4P	Manufacturing and shipping
8USHIST-4Q	The development of the railroad system in the North as contrasted to the plantation system (CST 5)
8USHIST-4R	The increased demand for cotton brought about by the invention of the cotton gin (CST 5)
8USHIST-4S	The reliance on a slave labor system in the South. (CST 1,4,5)
	Analyze points of view from specific textual evidence to describe the variety of African American experiences, both slave and free:
8USHIST-4T	Nat Turner's Rebellion (CST 1,4)
8USHIST-4U	Legal restrictions on free blacks and slaves (CST 1,4)
8USHIST-4V	Efforts to escape via the Underground Railroad network including Harriet Tubman. (CST 1,4,6)
	Analyze and summarize the significance of the reform movements including:
8USHIST-4W	Abolitionist and Women's Suffrage Movements (CST 1,2,3,4,6)
8USHIST-4X	The influence of the Second Great Awakening and the <i>Declaration of Sentiments</i> (CST 1,2,3,4,6)
8USHIST-4Y	Frederick Douglass (CST 1,2,3,4,6)
8USHIST-4Z	William Lloyd Garrison (CST 1,2,3,4,6)
8USHIST-4AA	Sojourner Truth (CST 1,2,3,4,6)
8USHIST-4BB	Susan B. Anthony (CST 1,2,3,4,6)
8USHIST-4CC	Elizabeth Cady Stanton. (CST 1,2,3,4,6)
	Examine the concept of Manifest Destiny as a motivation and justification for westward expansion:
8USHIST-4DD	Territorial growth resulting from the annexation of Texas, the Mexican American War, the Mexican Cession, and the Gadsden Purchase
8USHIST-4EE	Causes of the rapid settlement of Oregon and California, and Utah
8USHIST-5	History 5: The student will analyze the social and political transformation of the United States as a result of the causes, course, and consequences of the American Civil War during the period of 1850 to 1865.
	Cite specific textual and visual evidence to summarize the importance of slavery as a principal cause of increased sectional polarization as seen in the following significant events including:
8USHIST-5A	<i>Compromise of 1850</i> as a last attempt to reach a compromise regarding slavery, (CST 1,4)
8USHIST-5B	Publication of <i>Uncle Tom's Cabin</i> as fuel for anti-slavery sentiments, (CST 1,4)
8USHIST-5C	<i>Kansas-Nebraska Act</i> as it established the principle of popular sovereignty in new territories, repealed the <i>Missouri Compromise</i> , and led to factional feuds in Bleeding Kansas, and (CST 1,4)
8USHIST-5D	<i>Dred Scott v. Sanford</i> case which declared slaves as property and motivated John Brown's Raid on the federal arsenal at Harper's Ferry. (CST 1,4)
	Cite specific textual and visual evidence to analyze the significance and results of the presidential election of 1860 including:
8USHIST-5E	Secession of South Carolina as expressed in the <i>Ordinance of Secession</i> , (CST 6)
8USHIST-5F	Goal of President Abraham Lincoln to preserve the Union, (CST 6)

8USHIST-5G	Formation of the Confederate States of America, (CST 6)
8USHIST-5H	Opening attack on Fort Sumter, and
8USHIST-5I	Rising tensions over the strategic Border States.
8USHIST-5J	Compare the advantages and disadvantages of the Union and the Confederacy upon the eve of the war.
	Identify and summarize the consequences of the major turning points of the war including:
8USHIST-5K	Anaconda Plan and Total War Strategy,
8USHIST-5L	Battle of Antietam as a catalyst for the issuance of the <i>Emancipation Proclamation</i> and its roll in expanding the goals of the war to include the ending of slavery (CST 1,4)
8USHIST-5M	Battle of Gettysburg as inspiration for the <i>Gettysburg Address</i> and how Lincoln's speech clarified the Union's motivations for winning the war (CST 6)
8USHIST-5N	Capture of Vicksburg in securing the Union's control of the Mississippi River
8USHIST-5O	Excerpts from Lincoln's <i>Second Inaugural Address</i> of President Lincoln, calling for national reconciliation (CST 6)
8USHIST-5P	Generosity of the North in terms of surrender demands as offered to General Lee at Appomattox Courthouse (CST 6)
8USHIST-5Q	Impact of Lincoln's assassination and loss of his leadership on plans for reconstruction
8USHIST-5R	Cite specific textual and visual evidence to analyze the impact of the 13 th , 14 th , and 15 th Amendments (CST 1,3)

TECHNOLOGY

EIGHTH GRADE

Overview

The middle school student will demonstrate proficiency in the use of technology and a sound understanding of the nature and operation of technology systems. The student will practice responsible use of technology systems, information, and software. The student will select and use technology tools to solve problems, make decisions and accomplish tasks. The student will discuss the effect of existing and emerging technologies on Catholic Social Teachings.

The integration of technology enhances students' emerging abilities to create, analyze and evaluate information. Students can use productivity/multimedia tools to demonstrate and communicate curriculum concepts to audiences more effectively. Students evaluate the accuracy, comprehensiveness, and bias of online information sources concerning real-world problems. Technology tools enhance critical thinking skills which are crucial in an information-driven world. Students will be provided with technological tools and the knowledge needed to process information from across the curriculum effectively and efficiently.

Basic Operations and Concepts

8TECHNO-1	The student will demonstrate proficiency in the use of technology.
8TECHNO-1A	Use proper keyboarding techniques to improve accuracy, speed, and general efficiency in computer operation.
8TECHNO-1B	Keyboard at 35+ w.p.m. with correct fingering and minimal errors.
8TECHNO-1C	Use appropriate computer terminology. Expand technology vocabulary.
8TECHNO-1D	Continue to manage and maintain technology tools (e.g. properly shut down system(s), load printer paper).
8TECHNO-1E	Recognize and solve minor hardware and software problems.
8TECHNO-1F	Demonstrate proper care and use of equipment.
8TECHNO-1G	Describe measures for preventing computer misuse (e.g. security, virus protection, privacy, passwords, and personal information).

Ethical, Legal, and Social Media

8TECHNO-2	The student will practice responsible use of technology systems, information, and software.
8TECHNO-2A	Define and practice computer ethics (digital citizenship) and the purpose of ethical standards.
8TECHNO-2B	Explain unethical use of computers, including illegal copying of software and information, and as in relation to an individual's privacy rights.
8TECHNO-2C	Demonstrate an understanding of copyright and fair use guidelines by citing sources of copyrighted materials in papers, projects, and multimedia presentations.

8TECHNO-2D	Analyze the effects of cyberbullying on individuals, communities, and society.
8TECHNO-2E	Demonstrate the importance of forming a positive digital footprint through the use of social media.
8TECHNO-2F	Discuss Catholic Social Teachings in relation to existing and emerging technologies.

Technology as a Tool for Productivity

8TECHNO-3	The student will comprehend the purpose and the concepts of word processing programs.
8TECHNO-3A	Define word processing terminology.
8TECHNO-3B	Use advanced word processor features and related terminology.
8TECHNO-3C	Use cut, copy, and paste functions for graphics and text from other documents, programs, and/or websites.
8TECHNO-3D	Construct a document using header, footer, page numbering, title page, endnotes/footnotes, and bibliography in MLA (Modern Language Association) style.
8TECHNO-3E	Proofread, edit, and spell check documents.
8TECHNO-4	The student will comprehend how graphics can enhance and be integrated into various software programs.
8TECHNO-4A	Capture images from various digital sources.
8TECHNO-4B	Import and export graphics in appropriate file format (e.g. tiff, jpeg/jpg, and gif).
8TECHNO-4C	Incorporate graphic design and layout correctly.
8TECHNO-5	The student will comprehend the purpose and the concepts of multimedia authoring and presentation tools.
8TECHNO-5A	Explain how multimedia is used to reach a defined audience.
8TECHNO-5B	Create projects with paint/draw tools.
8TECHNO-5C	Animate text and/or graphics to add impact.
8TECHNO-5D	Control timing of text, graphics, sound, and transitions of project.
8TECHNO-5E	Use advanced presentation software features and related terminology.
8TECHNO-5F	Create a menu (hyperlinks) to navigate through the project.
8TECHNO-5G	Plan, design, and develop a multimedia project to present information.
8TECHNO-6	The student will comprehend the use of databases to locate and organize information.
8TECHNO-6A	Define database terminology (e.g. field, record, file).
8TECHNO-6B	Explain the advantages of using databases.
8TECHNO-6C	Search and sort records from a database for a specific need.
8TECHNO-7	The student will comprehend the use spreadsheets as a tool to organize, calculate, and graph information.
8TECHNO-7A	Use advanced spreadsheet features and related terminology.
8TECHNO-7B	Identify uses of spreadsheets.
8TECHNO-7C	Identify examples of spreadsheets.
8TECHNO-7D	Read and interpret information in a spreadsheet.

8TECHNO-7E	Enter and edit data in a student generated spreadsheet and observe changes that occur.
------------	--

Technology as a Tool for Communication

8TECHNO-8	The student will demonstrate knowledge of technology communication tools.
8TECHNO-8A	Understand ways technology is used to transfer information.
8TECHNO-8B	Observe appropriate online etiquette.
8TECHNO-8C	Collaborate with peers, experts, and others using appropriate online tools.

Technology as a Tool for Research

8TECHNO-9	The student will utilize appropriate technology tools for accessing information and resources.
8TECHNO-9A	Use correct Internet terminology.
8TECHNO-9B	Follow guidelines for acceptable use of the Internet.
8TECHNO-9C	Access sites using bookmarks, URLs, and search engines.
8TECHNO-9D	Use an online encyclopedia, dictionary, thesaurus, almanac, and catalog.
8TECHNO-9E	Evaluate information online for accuracy, validity, timeliness, relevance, and bias.

Technology as a Tool for Problem Solving and Decision-Making

8TECHNO-10	The student will utilize technology resources for problem-solving, self-directed learning and extended learning activities.
8TECHNO-10A	Select and use appropriate technology resources to accomplish tasks, solve problems, and/or make decisions.
8TECHNO-10B	Integrate word processing, database, spreadsheet, and paint/draw documents.
8TECHNO-10C	Transfer current knowledge to learning of new technologies.
8TECHNO-10D	Apply the concepts of coding to create a program.
8TECHNO-10E	Discuss Catholic Social Teachings in relation to existing and emerging technologies.

Additional Instructional Opportunities

8TECHNO-11	Additional Instructional Opportunities
8TECHNO-11A	Describe the historical development of computing.
8TECHNO-11B	Describe historical methods of information storage prior to the development of computing devices.
8TECHNO-11C	List uses of computers in a variety of situations.
8TECHNO-11D	Identify the ways in which technology is used in today's world.
8TECHNO-11E	Investigate technological knowledge and skills needed for the workplace now and in the future.
8TECHNO-11F	Identify the impact of new technologies on society (robotics, prosthetics, 3-D printing, and other emerging technologies).
8TECHNO-11G	Understand the reasons and effects of commercialization of technology.

8TECHNO-11H	Use simulation software.
-------------	--------------------------

VISUAL ART

EIGHTH GRADE

Overview

Eighth Grade students will understand and apply the elements and principles of design as a way to communicate through art. An appreciation for art from a Catholic, historical, and cultural perspective will be demonstrated. The visual arts will provide opportunities for self expression and creative thinking. Students will demonstrate respect for their own artwork and the artwork of others.

Language of Visual Art

8VISART-1	The student will identify and communicate using a variety of visual art terms.
8VISART-1A	Apply the elements of art including: line, color, form, shape, texture value, and space in works of art.
8VISART-1B	Apply knowledge of the principles of design including: rhythm, balance, contrast, movement, variety, emphasis, unity, and repetition in works of art.
8VISART-1C	Infer meaning from and discuss how artists use the elements of art and principles of design in creating art.

Visual Art History and Culture

8VISART-2	The student will recognize the development of visual art from a historical and cultural perspective.
8VISART-2A	Examine and appraise the art of the Catholic Church and its symbolism.
8VISART-2B	Analyze art from various historical periods in terms of artistic style, theme, and subject matter.
8VISART-2C	Recognize and describe the cultural and ethnic traditions which have influenced the visual arts (e.g. American, Native American, African American, Asian, Australian, European, and Hispanic traditions).
8VISART-2D	Identify how the visual arts are used in business and industry.
8VISART-2E	Understand the role of the visual arts in creating digital images and commercial designs.

Visual Art Expression

8VISART-3	The student will consider, select, and apply a variety of ideas and subject matter in creating original works of art.
8VISART-3A	Recognize that creating art is a prayerful expression of their relationship with God.
8VISART-3B	Create original visual art using a variety of art tools, media, techniques, and processes in various art disciplines (e.g. ceramics, drawing, fiber arts, painting, printmaking, media arts, and sculpture).
8VISART-3C	Use observation, memory, and imagination in creating original works of visual art.

8VISART-3D	Demonstrate understanding and knowledge of composition using the elements of art and principles of design.
8VISART-3E	Identify and evaluate solutions to visual design problems.
8VISART-3F	Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Visual Art Appreciation

8VISART-4	The student will appreciate and utilize art to make interdisciplinary connections and informed aesthetic decisions.
8VISART-4A	Demonstrate appropriate behavior while viewing art and/or attending a visual art exhibition in a museum or art gallery.
8VISART-4B	Demonstrate respect for personal artwork and the artwork of others.
8VISART-4C	Demonstrate thoughtfulness and care in completion of artworks.
8VISART-4D	Make learning connections between visual art and other disciplines, such as mathematics, science, English language arts, social studies, and media` arts.
8VISART-4E	Critique artwork with verbal and/or written constructive criticism.

Additional Instructional Opportunities

8VISART-5	Additional Instructional Opportunities
8VISART-5A	Compare and contrast works which are similar or different in expressive quality, composition, and style.
8VISART-5B	Analyze careers in art and a variety of other careers in terms of the art skills needed to be successful.

GENERAL MUSIC

EIGHTH GRADE

Overview

Eighth Grade students expand their knowledge of the elements of music (melody, rhythm, harmony, form, tone color, pitch, tempo, and dynamics). They read basic notation on the treble and bass clefs and count note values with accuracy. Students in this level recognize and respond to conductor's gestures and continue to sing appropriate liturgical music and a variety of folk, ethnic, classical, and contemporary compositions. They listen to and explain music from a variety of historical periods and cultures, as well as explore the various roles music and musicians have in musical settings and cultures.

Language of Music

8MUSIC8-1	The student will read, notate, and interpret music.
8MUSIC8-1A	Define and correctly use the elements of melody (steps, wide and narrow leaps, repeated tones, phrases, and pentatonic scale, intervals, and major and minor scales.).
8MUSIC8-1B	Define and correctly count the elements of rhythm using a number system (offbeat, triplets, dotted rhythms, and various meters).
8MUSIC8-1C	Define and correctly sing the elements of harmony using two or more parts including: (partner songs, rounds, descants, and counter melody in major and minor tonalities).
8MUSIC8-1D	Define and correctly use the elements of form (ABC, round, rondo, themes and variations, introduction, coda, interlude, verse and refrain, and prelude).
8MUSIC8-1E	Define and correctly use the elements of tone color (opera, musical theater, duet, trio, quartet, chorus, voice ranges, instrument ranges, and a cappella).
8MUSIC8-1F	Define and identify the elements of pitch and change pitch with imitation, inversion, and transposition.
8MUSIC8-1G	Define and correctly use the elements of tempo (allegro, presto/vivace moderato, andante, adagio and largo).
8MUSIC8-1H	Define and correctly use the elements of dynamics (forte, fortissimo, piano, pianissimo, mezzo forte, mezzo piano, and crescendo/decrescendo).
8MUSIC8-2	The student will identify basic notation.
8MUSIC8-2A	Read treble and bass clef and time signatures (2/4, 3/4, 4/4 and 6/8), count note values (whole note, half note, quarter note, eighth note, sixteenth note, dotted half note, dotted quarter note), and the corresponding rests.
8MUSIC8-2B	Sight read and sing diatonic melodies in the key of C F, and G major.
8MUSIC8-2C	Sight read two-part music.
8MUSIC8-3	The student will identify ensembles, instruments, and voice ranges visually and aurally.
8MUSIC8-3A	Identify visually and aurally instrumental ensembles (marching band, orchestra, and jazz band).

8MUSIC8-3B	Identify visually and aurally families and orchestral instruments (strings, woodwinds, brass, and percussion).
8MUSIC8-3C	Identify visually and aurally classification of voice ranges (soprano, alto, tenor, and bass).
8MUSIC8-4	The student will notate rhythm patterns.
8MUSIC8-4A	Notate melodic patterns presented aurally.

Music History and Culture

8MUSIC8-5	The student will recognize the development of music from a historical and cultural perspective.
8MUSIC8-5A	Sing appropriate liturgical music (seasons).
8MUSIC8-5B	Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
8MUSIC8-5C	Listen to and explain music from a variety of styles (jazz, mariachi band, opera, musicals, call and response or country western).
8MUSIC8-5D	Listen to and explain music from a variety of periods (Baroque, Classical, Romantic, Impressionism, or Contemporary).
8MUSIC8-5E	Listen to and explain music and instruments from a variety of cultures (European, Native American, African American, Hispanic, or Asian).
8MUSIC8-5F	Identify and describe the various roles music and musicians have in musical settings and cultures.
8MUSIC8-5G	Recognize and practice appropriate audience and/or performer behavior while demonstrating respect for the context and style of music performed.

Musical Expression

8MUSIC8-6	The student will present an existing work formally or informally with appropriate expressive and technical skills.
8MUSIC8-6A	Perform basic tonal and rhythm patterns on classroom instruments with technical accuracy.
8MUSIC8-6B	Demonstrate the ability to read music from basic notation in treble and/or bass clef using appropriate dynamics and tempo.
8MUSIC8-6C	Sing with a supported, healthy, and focused vocal tone and with technical accuracy.
8MUSIC8-6D	Play simple melodies on instruments.
8MUSIC8-6E	Compose music using teacher-established criteria, which may include electronics and other media.
8MUSIC8-6F	Perform and create melodies and accompaniments in solo or group ensembles through singing and playing instruments.
8MUSIC8-6G	Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements, including syncopated patterns, beats, and offbeats.
8MUSIC8-6H	Respond physically, vocally, and/or using classroom instruments to basic rhythm patterns, including triplets, dotted rhythms, and syncopation.
8MUSIC8-6I	Experiment with variations in and demonstrate understanding of tempo, tone quality, dynamics, and phrasing for expressive purpose in performing music.

8MUSIC8-6J	Use a number system for counting beat and rhythm patterns (rhythm, syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.
8MUSIC8-6K	Identify uses of music in everyday life (film, television, background music, and commercials).
8MUSIC8-6L	Recognize and respond to conductor's gestures.
8MUSIC8-6M	Recognize and identify the appropriate ways to conduct patterns of simple meters (2/4,3/4, 4/4, and 6/8).
8MUSIC8-6N	Recognize and identify the appropriate ways to use articulation (staccato, legato, and accent).

Music Appreciation

8MUSIC8-7	The student will use musical criteria to create and evaluate musical works.
8MUSIC8-7A	Answer unfinished short melodic patterns using voice or classroom instruments.
8MUSIC8-7B	Explore improvisation of melodies and rhythms through singing and/or playing instruments.
8MUSIC8-7C	Critique musical works and performances based on teacher-established criteria.
8MUSIC8-7D	Compare basic features of familiar and unfamiliar songs.
8MUSIC8-7E	Compare and contrast music of different styles using appropriate terms.

Additional Instructional Opportunities

8MUSIC8-8	Additional Instructional Opportunities
8MUSIC8-8A	Identify key signatures.
8MUSIC8-8B	Discuss vocal pedagogy to keep vocal chords healthy.
8MUSIC8-8C	Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (patriotic, orchestral, band, pop, jazz, or folk).

PHYSICAL EDUCATION

EIGHTH GRADE

Overview

Eighth grade students will demonstrate increased fluency in performing a combination of movements and rhythmic activities. Rules and scoring will be applied while engaging in individual and team activities. Students will exhibit responsible behavior through application of safety guidelines and care of equipment. Christ-like behavior will be demonstrated through cooperation, fair play, and positive conflict resolution. The students will participate in a wide variety of activities and explore health-related topics which promote lifetime well-being.

Motor Skills

8PHYSED-1	The student will demonstrate increased fluency in motor skills and lifetime activities.
8PHYSED-1A	Demonstrate increased fluency while performing a combination of movements in individual and team activities.
8PHYSED-1B	Apply rules and scoring, when appropriate, in individual and team activities.
8PHYSED-1C	Demonstrate intermediate skills for dance and/or rhythmic activities.

Responsible Behaviors

8PHYSED-2	The student will develop responsible personal and social behavior. (CST 1A, 1B, 3B)
8PHYSED-2A	Apply safety guidelines related to a specific activity.
8PHYSED-2B	Demonstrate the appropriate use and care of equipment.
8PHYSED-2C	Demonstrate Christ-like behavior through cooperation and fair play in following the rules of games and activities. (CST 1A, 1B, 2B, 3B, 6B)
8PHYSED-2D	Demonstrate positive peer interactions by recognizing and including students of various ability levels. (CST 1A, 1B, 2B)
8PHYSED-2E	Demonstrate the element of socially acceptable conflict resolution in physical activity settings. (6B)
8PHYSED-2F	Work individually or in a group to accomplish a set goal.

Health and Fitness

8PHYSED-3	The student will participate in a wide variety of physical activities which promote lifetime fitness.
8PHYSED-3A	Differentiate between components of fitness (e.g. cardiovascular vs. muscular, flexibility vs. endurance).

8PHYSED-3B	Explore how proper nutrition influences body composition and healthy living.
8PHYSED-3C	Recognize physical activity as a positive opportunity for social and group interaction.
8PHYSED-3D	Explore the principles of training, conditioning, and the functioning of muscles.
8PHYSED-3E	Define appropriate personal fitness goals.
8PHYSED-3F	Practice positive health habits and personal hygiene to reduce health risks.

WORLD LANGUAGES

FIFTH THROUGH EIGHTH

Overview

The World Languages curriculum focuses on these areas: Catholicity, Communication, Cultural Practices, Connections, Comparisons, and Communities. Although each Diocesan school has a different configuration regarding World Languages scheduling, all students will still cover the main areas of focus, appropriate for their developmental level, regardless of the target language taught or the amount of time spent on learning a language other than English. The exception to this is Latin which is a classical language that is not used for communication or to interact with communities of today.

This curriculum is designed to give students an opportunity to:

- Develop and deepen individual faith through Catholic practices in order to connect with and participate more fully in the Universal Church.
- Communicate effectively in one or more languages in order to function in a variety of situations and for multiple purposes.
- Interact with cultural competence and understanding.
- Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- Develop insight into the nature of language and culture in order to interact with cultural competence.
- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Catholicity

5-8WORLAN-1	The student will understand Creed as the faith professed.
5-8WORLAN-1A	Listen and/or read excerpts from a Catholic Bible in the target language.
5-8WORLAN-1B	Translate scripture excerpts from a Catholic Bible in the target language.
5-8WORLAN-1C	Explore various Catholic Church documents in the target language.
5-8WORLAN-2	The student will understand Sacraments as the faith celebrated.
5-8WORLAN-2A	Identify and participate in Catholic customs and traditions of the target language related to the sacraments.
5-8WORLAN-2B	Participate in some aspects of the Liturgy formally or informally in the target language.
5-8WORLAN-2C	Use Catholic scripture in the target language to explore the origins of the sacraments.
5-8WORLAN-3	The student will understand Christian morality as the faith lived.
5-8WORLAN-3A	Identify and explore the target culture in relation to the Catholic Social Teachings.
5-8WORLAN-3B	Use the target language within and beyond the classroom to enhance participation in the Catholic faith. (from Jeanne's notes)

5-8WORLAN-3C	Identify and explore influential figures from the target culture and their contributions to the Catholic Church.
5-8WORLAN-3D	Identify and explore expressions of the Catholic faith within the target culture.
5-8WORLAN-3E	Explore sacred art from the target culture.
5-8WORLAN-4	The student will understand Prayer as the faith prayed.
5-8WORLAN-4A	Read, recite, and/or sing common Catholic prayers and songs in the target language.
5-8WORLAN-4B	Compose original prayers in the target language.

Communication

5-8WORLAN-5	The student will understand, interpret, and analyze spoken and written language on a variety of topics.
5-8WORLAN-5A	Understand the main idea of simple conversations that are heard.
5-8WORLAN-5B	Understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
5-8WORLAN-5C	Understand a few details of what is heard in conversations, even when something unexpected is expressed.
5-8WORLAN-5D	Comprehend what is heard about events and experiences in various time frames.
5-8WORLAN-5E	Follow stories and descriptions of some length in various time frames.
5-8WORLAN-5F	Understand the main idea of short and simple texts when the topic is familiar.
5-8WORLAN-5G	Understand the main idea of texts related to everyday life and personal interests or studies.
5-8WORLAN-5H	Follow written stories and descriptions about events and experiences in various time frames.
5-8WORLAN-5I	Understand the main idea and some supporting details on a variety of topics of personal and general interests.
5-8WORLAN-6	The student will engage in conversation, provide and obtain information, share reactions, express feelings, and exchange opinions.
5-8WORLAN-6A	Participate in conversations on familiar topics using sentences and series of sentences.
5-8WORLAN-6B	Participate in social interactions in everyday situations by asking and answering questions.
5-8WORLAN-6C	Describe self in everyday life.
5-8WORLAN-6D	Participate with ease and confidence in conversations on familiar topics.
5-8WORLAN-6E	Communicate about events and experiences in various time frames.
5-8WORLAN-6F	Describe people, places, and things.
5-8WORLAN-6G	Describe people, places, and things in an organized way with some detail.
5-8WORLAN-7	The student will present information, concepts, and ideas to listeners or readers on a variety of topics.
5-8WORLAN-7A	Present information on familiar topics using a series of simple and/or complex sentences.

5-8WORLAN-7B	Present information in a generally organized way on school, work, and community topics and on researched topics.
5-8WORLAN-7C	Present information on some events and experiences in various time frames.
5-8WORLAN-7D	Write about familiar topics and present information using a series of simple and/or complex sentences.
5-8WORLAN-7E	Write on topics related to school, general interests, work, and community in a generally organized way.
5-8WORLAN-7F	Write some simple paragraphs about events and experiences in various time frames.
5-8WORLAN-7G	Write organized paragraphs about events and experiences in various time frames.

Culture

5-8WORLAN-8	The student will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
5-8WORLAN-8A	Respond to cultural expressions and gestures for greetings and farewells in appropriate social situations.
5-8WORLAN-8B	Initiate and respond to routine courtesy exchanges.
5-8WORLAN-8C	Interact using culturally appropriate patterns of behavior in everyday informal and formal situations.
5-8WORLAN-8D	Explain different traditions and customs of the target culture in simple terms.
5-8WORLAN-8E	Participate in children's games representative of the target culture.
5-8WORLAN-8F	Identify and color flags and landmarks of the target culture.
5-8WORLAN-8G	Name and experience foods and eating customs of the target culture.
5-8WORLAN-8H	Recognize and write numbers according to cultural custom.
5-8WORLAN-8I	Reflect on cultural experiences and social activities common to a student of a similar age in the target culture.
5-8WORLAN-8J	Identify and discuss some perspectives typically associated with the target culture's belief systems and social, economic, political, and professional practices.
5-8WORLAN-8K	Discuss and evaluate some commonly held generalizations about the target culture.
5-8WORLAN-8L	Plan and participate in a cultural activity.
5-8WORLAN-8M	Listen to and participate in reading/reciting authentic literature.
5-8WORLAN-9	The student will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
5-8WORLAN-9A	Name and identify tangible products of everyday living.
5-8WORLAN-9B	Explain the significance of objects, images, symbols, and products of the target culture.
5-8WORLAN-9C	Describe major contributions of influential figures, past and current, from the target culture.
5-8WORLAN-9D	Identify and explain the influence of the target culture on the products of their own culture.

5-8WORLAN-9E	Explain how geography impacts the products of the target culture.
5-8WORLAN-9F	Identify the target culture's basic perspectives through art, literature, music, dance, and sports.

Connections

5-8WORLAN-10	The student will reinforce and expand their knowledge of other areas of study using a variety of sources in the target language.
5-8WORLAN-10A	Transfer and apply information and skills from other content areas to experiences related to the target language and culture.
5-8WORLAN-10B	Apply information gathered through target language resources to other content areas in order to supplement learning.
5-8WORLAN-11	Students will access and evaluate information and diverse perspectives that are available through the target language and its cultures.
5-8WORLAN-11A	Recognize information about the target culture from selected authentic sources.
5-8WORLAN-11B	Use authentic target language sources to gain insight about the distinctive perspectives of the target culture.
5-8WORLAN-11C	Research authentic target language sources, analyze the content, and acquire information available through the target language and its culture.
5-8WORLAN-11D	Use authentic sources to explore the distinctive perspectives of the target cultures.

Comparisons

5-8WORLAN-12	The student will demonstrate an understanding of the nature of language through comparisons of the target language and their own.
5-8WORLAN-12A	Recognize cognates and borrowed words when applicable and be aware of their usefulness in comprehending language.
5-8WORLAN-12B	Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, and punctuation.
5-8WORLAN-12C	Identify basic grammatical structures of the target language and compare these structures such as tense, gender, word order, and agreement to their own language.
5-8WORLAN-12D	Explore the historical and cultural reasons for cognates and borrowed words, when applicable.
5-8WORLAN-12E	Compare and contrast identified structural patterns of the target language to structural patterns in their own language.
5-8WORLAN-12F	Apply knowledge of sound and writing systems in spontaneous communicative situations.
5-8WORLAN-12G	Use knowledge of structural patterns of their own language and the target language for effective communication.

5-8WORLAN-13	The student will demonstrate an understanding of the concept of culture through comparisons of the target culture and their own.
5-8WORLAN-13A	Give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.
5-8WORLAN-13B	Identify and apply appropriate verbal and nonverbal behavior between cultures.
5-8WORLAN-13C	Give basic descriptions of cross-cultural similarities and differences in the practices of the target culture.
5-8WORLAN-13D	Give basic descriptions of cross-cultural similarities and differences in the products of the target culture.
5-8WORLAN-13E	Give basic descriptions of cross-cultural similarities and differences in the perspectives of the target culture.

Communities

5-8WORLAN-14	The student will use the target language both within and beyond the school community for personal enjoyment, enrichment, and active participation.
5-8WORLAN-14A	Identify career paths that are enhanced by proficiency in another language.
5-8WORLAN-14B	Practice oral or written use of the target language with others outside the classroom.
5-8WORLAN-14C	Communicate on a personal level with speakers of the target language.
5-8WORLAN-14D	Produce short presentations for a variety of audiences.
5-8WORLAN-14E	Participate in activities where the ability to communicate in a second language is beneficial.
5-8WORLAN-14F	Communicate with native speakers or those who have a working knowledge of the target language about a variety of topics.
5-8WORLAN-14G	Take part in language-related activities to benefit the school and/or Community. (CST 2B)
5-8WORLAN-14H	Articulate the benefits of being able to communicate in more than one language.
5-8WORLAN-14I	Discover and explore a variety of entertainment sources representative of the target culture.
5-8WORLAN-14J	Identify and discuss issues of interest within the target culture.
5-8WORLAN-14K	Discover and explore samples of art, literature, music, and sports representative in the target culture.
5-8WORLAN-14L	Exchange information with native speakers about topics of personal interest.
5-8WORLAN-14M	Explore various target language resources to expand knowledge of individual hobbies or interests.
5-8WORLAN-14N	Demonstrate extracurricular use of target language media as a source of entertainment.

ⁱ Based on **The Next Generation Science Standards.**

ⁱⁱ *Ibid.*