



**2015 - 2016**  
**CURRICULUM GUIDE**  
**EIGHTH GRADE**

**CURRICULUM GUIDE**

**EIGHTH GRADE**

**AUGUST 2015**

**Subject:** Religion

**Goals:** The students will:

1. express an understanding of the Trinity and recognize the importance of a personal relationship with God.
2. choose to commit themselves to membership in the Catholic Church through the Sacrament of Confirmation.
3. express an openness to the Holy Spirit and a deeper understanding of the working of the Gifts and Fruits of the Spirit in their lives.
4. apply knowledge of the Catholic teachings to moral decision-making.
5. express an understanding of human sexuality, the importance of chastity, and respect for all life.
6. use a variety of prayer experiences to deepen their relationship with God.
7. apply knowledge of Scripture in their daily lives.
8. share their time, talent, and treasure in service to the community.

**Essential Content Topics and Concepts:**

1. The Ten Commandments
2. The Great Commandment
3. The Creed
4. History of the Early Church and the Middle Ages
5. The Councils of the Church
6. The Marks of the Church
7. God the Father as Creator
8. Jesus as the Son of God and Son of Man
9. The Church as the Body of Christ
10. Our Call to Prayer and Worship
11. Confirmation: The Holy Spirit, His Gifts and Fruits, Commitment
12. Human Sexuality: Chastity, Respect for all life and creation, Morality issues in Marriage
13. Moral Decision Making
14. Daily Prayer/ Meditation Experiences
15. Service

**Resources:** *We Live Our Faith*, Sadlier, copyright 2007; [www.weliveourfaith.com](http://www.weliveourfaith.com); *Benziger Family Life*, Glenco/McGraw Hill, copyright 2001; *Catechism of the Catholic Church, Confirmation: Gifted with the Spirit*, Pflaum Publishing, copyright, 2006; *Student Bible for Catholics* (New American Bible), copyright 1999 *Children's Daily Prayer, In My Heart Room*, videos, pamphlets, speakers,.

**Activities:** group and individual projects, Confirmation journals, retreat on chastity, personal creed, presentation of the Living Stations, prayer services, service projects,. Pro Life Creative Writing Contest, guided reading, and class discussion, research papers

**Assessments:** text and teacher-made tests, reflections, class participation, essays, ACRE Test 2, class projects, class notebook, and the Confirmation journal/binder.

**Home Activities:** Use [www.weliveourfaith.com](http://www.weliveourfaith.com)., visit the museums at the Old and New Cathedrals, go to Our Lady of the Snows Shrine, watch a religious movie as a family and discuss it, become involved in service activities such as visiting a nursing home, provide free baby-sitting, shop for a neighbor, write a letter to an elected official about your stance on pro-life issues, attend Mass and other liturgical celebrations.

**Subject:** American History

**Goals:** The students will:

1. Demonstrate knowledge of historical events and situations.
2. Trace our nation's political, social, technological, and economic developments and their effects.
3. Demonstrate an understanding of: constitutional heritage and democracy.
4. Demonstrate an understanding of geographic themes related to the history of the United States: location, region, movement, and human-environment interaction.
5. Apply critical thinking skills essential to effective citizenship.
6. Demonstrate effective note-taking skills within classroom discussions and lectures.
7. Demonstrate knowledge of U.S. and World Geography

**Essential Content Topics and Concepts:**

1. Civil War and Reconstruction
2. Development of the West
3. Second Industrial Revolution
4. Immigration
5. Progressive Presidents and Reform
6. America as a World Power, 1867-1920
7. WWI
8. Roaring Twenties and the Great Depression
9. WWII and the Holocaust
10. Cold War, 1945-1955
11. The Sixties and Civil Rights
12. The Vietnam War
13. Modern America Presidents and Events to 2005
14. Current Events
15. U.S. & World Geography

**Resources:** *United States History: Civil War to the Present (2009) Holt, Rinehart, and Winston*, *Junior Scholastic* magazines, historical topic videos, newspapers, internet (Yahoo for Kids, Google), maps, atlases, globe, historical activity books, encyclopedias, historical resource books, library books

**Activities:** debates on various topics, games: Quizillion Review Games, geography & history Bingo, history Trivia, oral reports, guest speakers, designing slogans, posters and political cartoons, listen to music from various eras, and history videos, field trip to Holocaust Museum, projects and research papers

**Assessments:** textbook and teacher-made tests and quizzes, individual and group projects, worksheets, Q & A assignments, and notetaking skills

**Home Activities:** Watch the local and/or world news together at least once a week and discuss relevant events. Read the newspaper and locate articles about our government's activities in the U.S. and abroad. Identify positive articles when possible. Discuss various topics with relatives' recollections of events such as WWII, Korean and Vietnam War, the Great Depression, etc... Encourage reading of historical biographies and watch movies depicting historical events such as the Holocaust, etc....

Use the online quizzes which correlate with our text books at [www.myhrw.com](http://www.myhrw.com)

June 2010

**Subject:** Art

**Goals:** The students will:

1. interpret art using appropriate terminology.
2. apply various media and tools to create art.
3. explain and analyze the visual arts in their historical and cultural contexts.
4. relate the visual arts to other subject areas of the curriculum.
5. use higher level thinking skills to create and critiques art.
6. recognize the relationship of art in the real world.

**Essential Content Topics and Concepts: Knowledge/Skills/Values**

1. color – Explain and create the color wheel and its history/identify primary, secondary, tertiary, complementary, monochromatic, analogous, warm/cool, neutral color relationships. Demonstrate the creation of intensity, value, tints, and shades in color. Explain the difference between color pigments and color in light. Use color appropriately in projects.
2. line and texture – Recognize and use the 8 specific types of line to create variety and interest in their projects. Use line to create shape, form, value, texture, and contour outlines.
3. media techniques – Experiment and manipulate various media like tempera paint, water resist, pastels, printmaking, paper, collage, watercolors, clay, paper machete, and charcoal.
4. 3-D – Use of string and loom for weaving
5. art history – Identify and repeat styles of art and artists related to the current project./participate in classroom critiques using constructive criticism and art terminology. Use appropriate terminology to express opinions and judgments of famous works of art and “Art of the Month”.
6. figure – in-depth study of “Standard Facial Proportions” continue work with the gridding process/continue study of people through replicating famous portraits and completing a self-portrait.
7. principles of design – Recognize, define, and apply seven principles of design to improve their artwork.

**Resources:** “Getting to Know the World’s Greatest Artists” “Arts and Activities” magazine, teacher ideas, Internet, Archdiocesan art curriculum

**Activities:** participation in art fair K-8

**Assessments:** teacher grading of work, effort, skill, and time to complete, unit tests, preparation for class, attention to directions, progress and improvement.

**Home Activities:** Encourage using the computer to design or practice drawing the things they see around them. Keep a sketchbook.

**Subject:** Computer

**Goals:** The students will demonstrate:

1. knowledge and use of technological materials/equipment.
2. knowledge and use of software to create manipulate and analyze data.
3. access information locally and globally in an organized manner.
4. use technology to achieve cross-curriculum objectives.
5. apply technology to communicate.
6. demonstrate ethical practices with technology, data and information.

**Essential Content Topics and Concepts: Knowledge/Skills/Values**

1. use a drawing program to supplement documents created in other applications
2. use a word processing program to complete long-term, real-life application projects
3. use a spreadsheet program to complete long-term, real-life application projects
4. use a presentation program to complete long-term, real life application projects
5. use a publishing program to complete long-term, real life application projects
6. use a database program to complete long-term, real-life application projects
7. use a graphic organizing program to complete long-term, real-life application projects
8. use MS Moviemaker to complete long-term, real-life application projects
9. use internet searching to complete long-term, real-life application projects
10. evaluate websites used in projects so material used is valid and current
11. keyboarding
12. computer etiquette

**Resources:** MS Paint application, MS Word application, MS Excel application, MS Publisher, MS Access application, MS PowerPoint application, MS Moviemaker, Inspiration program, Typing Tutor program, *Independent Projects Using Microsoft Office and the web* (Teacher Created Materials, 2002).

**Activities:** long-term projects applying skills learned in previous years

**Assessments:** projects and teacher observation

**Home Activities:** Have your child share with you the project being worked on in class and show you to extent possible how to complete the various parts of the project. Share with your child how computer technology affects your life and how you use it.

May 2008

**Subject:** English

**Goals:** The students will:

1. demonstrate skills in critical thinking, speaking, and writing.
2. identify the parts of speech and analyze how each word is used in a sentence.
3. identify sentence classification and structure.
4. demonstrate knowledge and skills in test-taking.
5. apply skills in outlining and note taking.
6. discuss various forms of writings and their purpose.
7. demonstrate skill in the use of MLA for the purpose of research report writing.
8. recognize a thesis statement in an essay.
9. integrate design and layout with creative works.
10. demonstrate skills needed for oral communication.
11. apply rules of spelling, capitalization, and punctuation to creative and formal written works.
12. revise an essay, business letter, and research report.

**Essential Content Topics and Concepts:**

1. application of grammar skills
2. varied writing experiences
3. varied experiences in verbal communication
4. study skills
5. research skills
6. procedures in research report writing

**Resources:** *MLA Guide to Documentation of Research Papers.*

Gibaldi, Joseph, (edition 6), 2003, *Elements of Language, Second Course*, Holt, Rinehart and Winston copyright 2009, dictionary, thesaurus, reference materials

**Activities:** writing contests, speaking activities, field trips, research report writing, creative writing portfolios, cross-curriculum projects

**Assessments:** teacher created rubrics, textbook tests

**Homework Activities:** review student notebooks, agendas, folders; assist with proofreading and study skills

May 25, 2011

**Subject:** Literature

**Goals:** The students will:

1. integrate literature with writing
2. apply new vocabulary
3. discuss and interpret a variety of genres
4. demonstrate reading strategies
5. identify story elements
6. analyze novel structure
7. read orally with expression
8. demonstrate skills in critical thinking
9. relate story themes to life experiences
10. recognize the connection of history and literature
11. compare/contrast classic literature

**Essential Content Topics and Concepts:**

1. variety of authors
2. variety of genres: short story, non-fiction, drama, poetry, novel, oral and folk tradition
3. resource books/reference material
4. complexities of elements in the novel
5. introduce new words and their definitions
6. discussion and analysis of literary selections
7. author biography and writing style

**Resources:** *Elements of Literature, Second Course Holt, Rinehart and Winston, copyright 2009*, internet, library, related videos

**Activities:** discussions, research, poetry and writing contests, group discussions, research reports

**Assessments:** textbook tests, teacher created tests, projects with rubrics

**Home Activities:** book discussions, library visits, oral reading of literature, attend local play performances

**Subject:** Mathematics

**Goals:** The students will:

1. apply mathematical properties necessary for algebra.
2. classify number sets and perform basic operations on them.
3. apply proportional reasoning.
4. solve linear systems, equations and inequalities.
5. solve problems involving polynomials and factoring.

**Essential Content Topics and Concepts:**

1. variables and Equations
2. integer operations
3. solving equations and inequalities
4. factors, fractions, and exponents
5. rational number operations
6. multi-step equations and inequalities
7. ratio, proportion, and percent
8. polygons and transformations
9. real numbers and right triangles
10. measurement, area, and volume
11. linear equations and graphs
12. data analysis and probability
13. polynomials and functions

**Resources:** *Middle School Math Course 3 – McDougal Littell 2005*

**Activities:** manipulative modeling and problem solving activities

**Assessments:** teacher-generated tests and quizzes; manipulative activities

**Home Activities:** Flash cards to review basic operations involving positive and negative numbers. Research the use of mathematics in daily life and various careers. Computer programs to practice basic algebraic operations.

**Subject:** Music

**Goals:** The students will:

1. demonstrate the ability to sing alone and with others a varied repertoire of music
2. perform on instruments, alone or with others, a varied repertoire of music
3. improvise melodies, variations, and accompaniments
4. be able to read and notate music
5. analyze, describe, and evaluate music and music performances
6. compose and arrange music within specific guidelines
7. respond aesthetically, intellectually, and emotionally to music
8. participate in the performance of liturgical music

**Essential Content Topics and Concepts: Knowledge/ Skills/ Values**

1. melodic movement: singing with accuracy throughout the vocal range in unison and parts; compose and improvise melodies, variations and accompaniments
2. rhythm: complex rhythm patterns; compound meter; changing meters; note values
3. harmony: sing a cappella and accompanied rounds, two and three part singing, descants, countermelodies, part singing with the changing voice part; chordal progressions; major, minor and modal tonalities
4. media (tone color): compose original music using melodic and rhythmic instruments; recognize qualities in individual artist;
5. expression: compare historical and cultural styles of all periods of music and art; Nationalism
6. form: History of music including the Renaissance, Baroque, Classical, Romantic and Contemporary Time Periods.
7. composers: Biographical information, listening activities
8. liturgical music: cantors, liturgical movement, hymns, anthems, descants, harmony, accompaniments on mallet instruments, sign language

**Resources:** *Share the Music*, MacMillan/ McGraw-Hill, c. 2003; *Music K-8 Magazine*; *World of Music*, Silver, Burdett, and Ginn, c.1991

**Activities:** videos, listening lessons, CD's, tapes, singing, movement, playing pitched and un-pitched instruments, games, worksheets, Christmas Program.

**Assessments:** written and oral tests, assignments/ folder grade/worksheets, observation of skill development, participation, progress, and effort

**Home Activities:** model good singing habits by singing at Sunday and liturgies; watch musical presentations on PBS or other television channels as A&E, Bravo, etc. and/ or rent videos of musicals and musical performances; attend performances at the Muny, Fox Theater, Powell Symphony Hall; attend a performance by a local high school choir, band, or orchestra or by a community choral society, orchestra, or municipal band

May 25, 2011

**Subject:** Physical Education

**Goals:** The students will:

1. show an appreciation of physical activity as an important aspect of daily living.
2. engage in safe and health-related activities which promote a physically active, positive self- concept.
3. participate in and become proficient with perceptual motor skills.
4. display proficiency with the basic movement/motor skills and combinations thereof.
5. demonstrate competency in gymnastic and rhythmic activities as a means of self-expression.
6. participate in activities to promote an optimal level in the areas of health and physical fitness.
7. display manipulative skills using different objects and equipment.
8. demonstrate increased competency with specific sports-related skills necessary to participate in various games and activities (both team and individual).
9. demonstrate responsible personal and social behavior, safety practices, cooperation, fair play, good sportsmanship, teamwork, and leadership.
10. display knowledge of health principles (body systems, physical and mental health practices, disease control, risk factors, emergency procedures, consumer health).

**Essential Content Topics and Concepts: Knowledge/ Skills/ Values**

1. movement skills and combinations: Reinforce all movement skills and use when necessary
2. rhythms and dance: Develop and reinforce dance
3. manipulative skills: Reinforce use of rackets, paddles, sticks, etc. for use in different games
4. fitness: Develop and reinforce physical, mental, personal, and health-related fitness and develop habits which will lead to a healthy lifestyle
5. games and group activities: Group challenge activities; leadership opportunities

6. sport skills and participation: Reinforce sport skills for all team sports previously listed, as well as those skills necessary for previously listed individual life-time activities
7. health-related issues: Reinforce knowledge of one's body systems, mental health, disease/risk behaviors, personal hygiene, and consumer health

**Resources:** no textbook – Various physical education/activity/specific sport rule reference books, *The Physical Education Teacher's Book of Lists*, Marian D. Milliken, Jossey Bass Publishing Co., 2002, *Body Systems*, Norma O'Toole, Milliken Publishing Co., 1999, *Human Body*, Sue Carothus and Elizabeth Henke, Carson-Dellosa Publishing Co., Inc., 2003 and internet sites are used

**Activities:** individual exercise practice, organized small group challenge games, organized large group/whole class games, sport games, tournaments, field day

**Assessments:** teacher observation, The President's Challenge

**Home Activities:** family exercise time to encourage activity and movement; create an individual exercise program that will lead to a good daily habit, participation in extracurricular sports teams

**Subject:** Science

**Goals:** The students will:

1. develop an understanding of science as inquiry
2. apply knowledge, understanding and skills involving physical science
3. apply knowledge, understanding and skills involving life science
4. apply knowledge, understanding and skills involving earth and space science
5. develop an understanding of science and technology and history of science
6. apply knowledge, understanding and skills involving science in personal and social perspectives

**Essential Content Topics and Concepts:**

1. genetics: the science of heredity, modern genetics, changes over time
2. motion, forces, forces in fluids, work and machines
3. magnetism and electromagnetism, electric charges and current, electric current and magnetic fields
4. plate tectonics, earthquakes, volcanoes, minerals, rocks
5. the atmosphere, weather factors, weather patterns, climate and climate change
6. living resources, land and soil resources, air and water resources, energy resource
7. chicken embryology and development

**Resources:** *Adventures in Life, Earth, and Physical Science* Prentice Hall 2004, videos, transparencies, internet

**Activities:** labs, worksheets, discussion, models, research

**Assessments:** teacher-made tests, projects, models, oral and written reports

**Home Activities:** trips to the Science Center, library, science related shows

**Subject:** Spanish

**Goals:** The students will learn to:

1. greet people, introduce themselves, and say where they are from.
2. say which day it is, ask and tell time.
3. describes likes, dislikes, clothing, family, and the weather.
4. communicate age, dates, birthdays, and phone numbers.
5. express possession, preferences, and feelings.
6. describe classes and classroom objects.
7. discuss obligations, talk about schedules.
8. ask questions, request food.
9. say where they are going, describe how they feel.
10. discuss plans, events, clothing and accessories.
11. talk about places and people they know, talk about sports.
12. talk on the phone, extend an invitation.
13. say where they are coming from, say what just happened, say what they know.
14. state an opinion, make comparisons.
15. daily prayers.

**Essential Content Topics and Concepts:**

**Parts of Speech: Nouns:** common, proper, singular, plural, pronouns

**Verbs:** regular, irregular, infinitive

**Adjectives:** common, definite articles, indefinite articles, usage, comparison

**Adverbs:** identification, comparison, usage

**Prepositions:** identification, comparison, usage

**Resources:** McDougal Littell, 2004, Más práctica (workbook), Audioscript/Audio CD, Grammar and Vocabulary Sing- Along CD, Overhead Transparencies, worksheets, Internet Tutor: ClassZone.com, Tyler Reynolds Project Lab

**Activities:** board work, discussions, games, singing, skits, team conversation

**Assessments:** quizzes, daily work, textbook tests, discussions, teacher-made tests

**Home Activities:** practice Spanish activities on classzone.com, quizlet.com, quiz for tests, encourage age appropriate movies and games in Spanish

**Subject:** Spelling/Vocabulary

**Goals:** The students will:

1. recognize new words and their etymologies.
2. recognize definitions of new words used in literary selections.
3. demonstrate knowledge of basic word list.
4. utilize reference skills.
5. write and speak with new vocabulary.
6. explain visual awareness of spelling patterns.
7. proof read written works.

**Essential Content Topics and Concepts:**

1. irregular spellings
2. basic Latin roots, prefixes, suffixes
3. research skills
4. oral spelling
5. new vocabulary and vocabulary development that crosses curriculum and content areas

**Resources:** *Everyday Spelling Level 8*, Prentice - Hall, copyright 2003, Sadlier-Oxford Vocabulary Workshop Level C, copyright 2005 internet St. Louis Post - Dispatch. Spelling Bee list (Scripps–Howard).

**Activities:** oral spelling bees, written tests, peer - study and test - taking, textbook activities, worksheets, crossword puzzles, dictionary, thesaurus, computer games

**Assessments:** teacher created tests, worksheets

**Home Activities:** review assigned word list, newspaper reading, and crossword puzzles