

## **EIGHTH GRADE BENCHMARKS**

Eighth grade students are responsible, independent learners. Students are expected to apply foundational skills to increasingly complex content in each subject area. They deepen their understanding of Catholic faith and morality as well as world religions. They are encouraged to be role models by taking a leadership position in the student community and by serving their school and the community at large. The ultimate goal for eighth grade graduates is to transition to high school with spiritual, academic and personal confidence.

### **RELIGION**

#### **CREED**

Students will:

- recognize major periods in the Bible and the history of the Catholic Church: Genesis-Exodus; New Testament period; Development of the early Church
- discuss the statements in the Apostles Creed and the Nicene Creed
- demonstrate an understanding of the terms “grace and salvation”
- demonstrate a deeper knowledge of the Church as one, holy, catholic, and apostolic
- describe some of the key differences and similarities between the Roman Catholic Church and Protestant Churches
- demonstrate respect for the great religions of the world
- recognize and explain the role of Mary in the Church and in their lives
- identify the ways in which the Church as an institution communicates with the faithful through councils and encyclicals

#### **SCRIPTURE**

Students will:

- identify Sacred Scripture as God’s revelation
- explain the significance of the Old Testament as it relates to the New Testament
- know that God reveals who He is through His creation, in His relationship with the Israelites (the chosen people), and most fully in Jesus
- demonstrate knowledge that the Bible reveals the Paschal Mystery and saving actions of Jesus Christ

#### **PRAYER/WORSHIP**

Students will:

- discuss the longing for God that is placed in the heart of every human being
- reflect on Scripture in personal prayer
- discuss how the Church nurtures their relationship with Jesus Christ within the Catholic community
- evaluate their practice of personal prayer and describe changes that would strengthen their prayer life
- show an understanding of the need for conscious participation in liturgy and other prayer experiences

## **CHRISTIAN LIVING**

Students will:

- identify one's self as being a unique creation, made in God's image
- explain the importance of forming one's conscience according to the Word of God and the teaching of the Church
- describe the process of making a moral decision
- identify situations of social injustice and explain how they respond to them as disciples of Christ
- articulate a consistent Life Ethic from a Catholic perspective
- participate in and reflect on service activities, and explain how these activities helped them grow in faith

# MATH

## 8<sup>th</sup> Grade Advanced Algebra (High School Algebra)

### FUNCTIONS AND RELATIONS

Students will:

- evaluate expressions using the Power Property of Exponents for Integer, Negative, fraction and Zero Exponents
- identify, graph & compare linear, quadratic and exponential functions

### EQUATIONS

Students will:

- solve multi-step and literal equations derived from word problems
- use trigonometric ratios to solve for variables
- solve, graph and compare direct, inverse and joint variation

### POLYNOMIALS

Students will:

- factor binomials, trinomials and multi-step polynomials
- multiply and divide complex polynomials

### RATIONAL EXPRESSIONS AND FUNCTIONS

Students will:

- combine, multiply and divide rational expressions with like and unlike denominators
- solve and graph rational expressions

### SYSTEMS OF EQUATIONS AND INEQUALITIES

Students will:

- graph inequalities and series of inequalities on a coordinate plane
- solve multi-step and compound inequalities
- solve and classify systems and special systems of linear and quadratic equations

### RADICAL EXPRESSIONS AND FUNCTIONS

Students will:

- solve radical equations
- graph square root functions

### QUADRATIC EXPRESSIONS AND FUNCTIONS

Students will:

- solve quadratic functions by graphing, factoring, using square roots and completing the square
- interpret the discriminant

### ABSOLUTE VALUE EQUATIONS AND INEQUALITIES

Students will:

- solve and graph absolute value functions

### PROBABILITY AND DATA ANALYSIS

Students will:

- calculate frequency distributions and apply those results to word problems
- create and analyze statistical graphs for data gathered

## **GRAPHING CALCULATOR APPLICATIONS**

Students will use their calculator to:

- create and solve matrix operations
- graph radical functions
- identify the characteristics of parabolas
- illustrate and analyze statistical graphs
- solve complex systems of equations

# 8<sup>th</sup> Grade Algebra

## **FUNCTIONS AND RELATIONS**

Students will:

- simplify and evaluate expressions using the Power Property of Exponents for integer, negative, fraction and zero Exponents
- identify and graph linear and quadratic functions

## **EQUATIONS**

Students will:

- solve algebraic equations, including equations with variables on both sides
- identify slope and use slope to write and graph equations
- identify, graph, and compare direct, inverse, and joint variation
- identify equations of parallel and perpendicular lines

## **POLYNOMIALS**

Students will:

- add, subtract, and multiply polynomials
- identify and factor binomials, trinomials and polynomials

## **RATIONAL EXPRESSIONS AND FUNCTIONS**

Students will:

- identify, simplify and begin to combine rational expressions with like and unlike denominators

## **SYSTEMS OF EQUATIONS AND INEQUALITIES**

Students will:

- solve systems of linear equations
- solve multi-step and compound inequalities
- graph inequalities on a number line

## **RADICAL EXPRESSIONS AND FUNCTIONS**

Students will:

- identify and solve simple radical expressions

## **QUADRATIC EXPRESSIONS AND FUNCTIONS**

Students will:

- identify and solve simple quadratic functions by graphing and factoring
- master solving problems using the Pythagorean Theorem

## **ABSOLUTE VALUE EQUATIONS AND INEQUALITIES**

Students will:

- identify and solve single-step absolute value equations and inequalities

## **PROBABILITY AND DATA ANALYSIS**

Students will:

- determine the probability and theoretical probability of an event
- analyze and compare statistical graphs for data gathered

## **GRAPHING CALCULATOR APPLICATIONS**

Students will use their calculator to:

- create a table and generate random numbers
- graph linear functions
- solve simple systems of equations
- calculate the intersections of two lines
- illustrate and analyze simple statistical graphs
- identify the characteristics of parabolas

# **LANGUAGE ARTS**

## **READING**

### **Comprehension**

Students will:

- use appropriate grade level literary terms
- read and understand grade-level appropriate fiction and nonfiction
- be able to connect and explain the essential ideas, arguments and perspectives of nonfiction material in textbooks and research sources
- be able to comprehend and analyze a variety of literary genres, including short stories, the novel, drama, and poetry
- learn the literary terms for the formal parts of a story and reference them in expository paragraphs and essays about the literature they read
- learn literary terms that enable them to formally discuss and evaluate the material they read, including direct and indirect characterization, and internal and external conflict

## **SPELLING**

Students will:

- be responsible for correct spellings of grade-level words in their writing
- use frequently misused and confused words correctly in their writing
- spell and use new terminology in religion, science, history and literature correctly in their writing
- add to their knowledge of spelling and definitions of grade-level words

## **VOCABULARY**

Students will:

- understand the basic background of the history of Greek and Latin roots in English
- add to their knowledge of basic Greek and Latin prefixes, root words and suffixes in English
- determine meanings of new words in context based on this knowledge
- understand the concept of related word families
- understand and use new vocabulary words in all subject areas correctly in their writing
- monitor texts for unknown words or words with nuanced meanings and take steps to define and use these words correctly

The eighth grade curriculum emphasizes the application of foundational skills in spelling and vocabulary. Students are responsible for correct spelling and vocabulary usage in their writing in all subject areas. Students will continue to build on their knowledge of Greek and Latin word meanings.

## **GRAMMAR**

Eighth grade students incorporate a variety of sentence patterns and grammatical structures in their written assignments across the curriculum. The emphasis in 8<sup>th</sup> grade is on applied skills.

Students will:

- review the use of conjunctions, transition words and phrases, verbal phrases, adjective clauses and appositives
- use the grammatical elements in their written work and correct grammatical errors
- use sentences that demonstrate grade level complexity and variety

## WRITING

Eighth grade student writing focuses on expository paragraph and essay composition while including persuasive arguments, narrative/creative assignments, and research projects, along with personal reflections, prayers, letters and cards throughout the year. The school-wide writing rubric is followed in all subjects as students apply their writing skills across the curriculum. Grades may be recorded for the quality of a student's writing in any subject. Students will be evaluated on their progress in expository writing skills on the school-wide monthly writing assessment.

Students will:

- write paragraphs that are well-organized and include effective, logical development presented in a purposeful sequence
- use grade-level writing conventions, sentence complexity and sentence variety
- use a logical tone and tense for a given assignment, establishing an individual voice and using their own words
- continue to develop both proofreading and editing skills to strengthen convention use, sentence structure, organization, and the development of ideas
- apply organization and development skills and writing conventions to long-answer questions on tests in any subject area
- incorporate grade-level vocabulary and terms being studied into their writing
- learn the parts of the essay, including the Introduction, the Body Paragraphs, and the conclusion, and how they work together to form the essay
- write short essays on history and literature topics
- use quotations from research or a literary text correctly as evidence in a paragraph or essay
- use the correct format for documenting sources for both fiction and nonfiction sources

# SCIENCE

## PHYSICAL

Students will:

- know how to define a position
- solve problems involving distance, time, and average speed
- know about forces and how they relate to a change in motion
- understand the structure of an atom
- know how to use the periodic table to identify elements
- classify different types of chemical reactions and understand the role heat plays in them
- understand the difference between chemical and physical changes
- calculate the density of objects

## **SOCIAL STUDIES**

Students will:

- learn about the history of the United States from 1850-1930, encompassing Westward expansion, regionalism, the Civil War, Reconstruction, immigration and change at the turn of the twentieth century, World War I, the Great Depression and the rise of fascism in Europe;
- read about and discuss current events and Catholic social justice theory as they pertain to historical events being studied, including the Holocaust and the Civil Rights movement;
- use historical maps and graphs to analyze political expansion and shifts in power in the United States, Europe and the world at large;
- use technology and texts, including both primary and secondary sources, to research topics for oral and written reports and group projects;
- take efficient notes, write outlines, and annotate guided note-taking sheets to organize material from texts and documentaries;
- write analyses of various topics for both homework and assessments, using their expository writing skills, following the school-wide writing rubric;
- read grade-level historical fiction to deepen their sense of an era; and;
- complete art projects that reflect the eras being studied.

# **ART**

## **ARTISTIC PERCEPTION**

Students will:

- use artistic terms when describing the intent and content of works of art
- analyze and justify how their artistic choices contribute to the expressive quality of their own works of art

## **CREATIVE EXPRESSION**

Students will:

- create an expressive abstract composition based on real objects
- select a medium to use to communicate a theme in a series of works of art

## **HISTORICAL AND CULTURAL CONTEXT**

Students will:

- compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures
- identify major works of art created by women and describe the impact of those works on society at that time

## **AESTHETIC VALUING**

Students will:

- construct an interpretation of a work of art based on the form and content of the work
- develop and apply a set of criteria as individuals or in groups to assess and critique works of art

## **CONNECTION, RELATIONSHIPS, AND APPLICATIONS**

Students will:

- create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political events

# **PHYSICAL EDUCATION**

## **MOVEMENT SKILLS AND PATTERNS**

Students will:

- perform multicultural dances
- demonstrate basic offensive and defensive skills and strategies in team physical activities
- apply locomotor, nonlocomotor, and manipulative skills to team physical activities

## **PHYSICAL FITNESS AND HEALTH**

Students will:

- evaluate individual measures of physical fitness in relationship to patterns of physical activity
- participate in moderate to vigorous physical activity

## **SOCIAL DEVELOPMENT**

Students will:

- abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants
- organize and work cooperatively with a group to achieve the goals of the group
- identify the contributions of members of a group or team
- describe leadership roles and responsibilities in the context of team games and activities
- model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals

## **JUNIOR HIGH ELECTIVES**

### **ART ENRICHMENT “A”**

In addition to grade level benchmarks, the students who choose this elective will:

- Compare and contrast works of art from the following periods, styles, and cultures and explain how those works reflect the society in which they were made:

- A. Prehistoric Art: 3000 B.C. to 2000 B.C.
- B. The Art of Ancient Egypt: 7000 B.C. to 500 B.C.
- C. Aegean Culture and Grecian Art: 1800 B.C. to 100 B.C.
- D. Etruscan and Roman Art: 700 B.C. to 350 A.D.
- E. Early Christian and Byzantine Art: 325 to 1450
- F. Renaissance Art: 1140-1500

### **ART ENRICHMENT “B”**

In addition to grade level benchmarks, the students who choose this elective will:

- Compare and contrast works of art from the following periods, styles, and cultures and explain how those works reflect the society in which they were made:

- A. Baroque Art: 1590 to 1750
- B. Rococo and Neoclassical Art: 1750 to 1800
- C. Romanticism and Realism: 1800 to 1870
- D. Impressionism: 1870 to 1890
- E. Post-Impressionism: 1880 to 1900
- F. Art Nouveau: 1890 to 1910
- G. Avant-Garde Styles (Fauvism, Cubism, Futurism): 1905 to 1915
- H. Dada, De Stijl, Surreal, Abstract, Modern Art: 1916 to 1940
- I. Late Modernism, Abstract Expressionism, Pop Art: 1945 to 1970
- J. Contemporary Art: 1970 to present time

## BOOK CLUB

The Book Club elective is a trimester-long class with an emphasis on in-depth reading and small-group discussion of literary works. In alternating years, the students read epic poetry (excerpts from, *Gilgamesh*, *The Iliad*, and *Beowulf*) or Lois Lowry's novel *The Giver*. In both classes, students benefit from working on group projects and writing creative narratives.

The language art skills that are reinforced allow students to:

- learn new vocabulary words
- work with nuances of meaning in a literary text
- develop the ability to draw an inference from a literary text
- explain the themes and characters of a given work

In the trimester of epic poetry, students will further:

- understand the elements of an epic poem
- understand the characteristics of an epic hero
- gain an understanding of the historical context of a given epic, including the time period, the geographic area and the values of the culture
- compare and contrast aspects of the culture of the epic with their own

In the trimester of reading the novel, students will further:

- develop their understanding of the elements of a novel
- consider the themes of the novel, including the rights of individual citizens in a society, milestones in a given society, and the means of organizing a society
- compare and contrast these ideas with those of their own society

## **CURRENT EVENTS/WORLD CULTURES**

In the Current Events and World Cultures elective, students will learn about the political, economic, and social conditions affecting events currently in the news. A variety of different cultures and countries and how people define themselves will also be examined.

Students will:

- use information from class discussions and various sources such as newspaper, magazines, books, and the internet to describe the current events and current conditions that effect us locally and globally
- use current and historical events to identify the connection between them and the events and issues studied at the 7<sup>th</sup> grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)
- use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events
- use course information, independent study, and cross curricular knowledge to fully demonstrate their understanding of countries, cultures, people, and events in a final presentation (either written or oral).

## **JUNIOR HIGH TECHNOLOGY**

Students will:

- do in-depth internet-based research
- save their work in folders and sub-folders
- type at 35 words per minute
- learnt to use *Keynote* software (Mac equivalent of *Power Point*)
- learn to use word prompts (bullet points) to get across complex information
- present a *Keynote* presentation for the class by the end of the trimester