

MOUNT PROSPECT SCHOOL DISTRICT 57

# LINCOLN

## MIDDLE SCHOOL

# Eighth Grade

## Grade Level Objectives

**Mount Prospect  
School District 57**

Curriculum Office  
701 West Gregory  
Mount Prospect, Illinois 60056  
[www.d57.org](http://www.d57.org)

Phone: 847-394-7300  
Fax: 847-394-7311



## **LANGUAGE ARTS**

### **READING**

#### **Reading Literature**

An eighth grade student:

- cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- determines a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- analyzes how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- compares and contrasts the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- analyzes how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- analyzes the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- analyzes how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- reads and comprehends literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently by the end of the year.

#### **Reading Informational Text**

An eighth grade student:

- cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- determines a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- analyzes how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- analyzes in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

- determines an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- evaluates the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- analyzes a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- reads and comprehends literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently by the end of the year.

## **WRITING/GRAMMAR**

### **Writing**

Students are expected to demonstrate the following writing skills, with increased complexity, sixth through eighth grade.

An eighth grade student:

- writes arguments to support claims with clear reasons and relevant evidence
- writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- provides a concluding statement or section that follows from and supports the information or explanation presented.
- writes narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- provides a conclusion that follows from and reflects on the narrated experiences or events.
- produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- can, 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.
- uses technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- conducts 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 exploration.
- gathers 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.

- draws evidence from literary or informational texts to support analysis, reflection, and research.
- applies *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
- writes routinely over extended time frames (time for research, 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.

## Language

An eighth grade student:

- demonstrates command of the conventions of standard English grammar and usage when writing or speaking.
- recognizes and correct inappropriate shifts in verb voice and mood.\*
- demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- uses knowledge of language and its conventions when writing, speaking, reading, or listening.
- determines or clarifies the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- demonstrates understanding of figurative language, word relationships, and nuances in word meanings.
- distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
- acquires and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Speaking and Listening

An eighth grade student:

- engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- analyzes the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- presents claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- integrates multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- adapts speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Resources:

*Pearson Common Core Literature*, Pearson Education, Inc., ©2015

[www.pearsonschool.com](http://www.pearsonschool.com)

*Write Source*, Great Source Education Group, a Division of Houghton Mifflin, ©2005

[www.hmhco.com](http://www.hmhco.com)

*Word Wisdom, Vocabulary for Listening, Speaking, Reading, and Writing* Zaner-Bloser, ©2013

[www.zaner-bloser.com](http://www.zaner-bloser.com)

## **MATHEMATICS**

### **Standard Level**

#### **The Number System**

An eighth grade student:

- knows that there are numbers that are not rational, and approximate them by rational numbers.

#### **Expressions and Equations**

An eighth grade student:

- works with radicals and integer exponents.
- understands the connections between proportional relationships, lines, and linear equations.
- analyzes and solve linear equations and pairs of simultaneous equations.

#### **Functions**

An eighth grade student:

- defines, evaluate, and compare functions.
- uses functions to model relationships between quantities.

#### **Geometry**

An eighth grade student:

- understands congruence and similarity using physical models, transparencies, or geometry software.
- understands and apply the Pythagorean Theorem.
- solves real-world and mathematical problems involving volume of cylinders, cones, and spheres.

#### **Statistics and Probability**

An eighth grade student:

- investigates patterns of association in bivariate data.

## **Honors Level (Algebra)**

### **Number and Quantity**

An eighth grade student:

- uses the real number system
- understands quantities

### **Algebra**

An eighth grade student:

- sees structure in expressions
- uses arithmetic with polynomials and rational expressions
- creates equations
- reasons with equations and inequalities

### **Functions**

An eighth grade student:

- interprets functions
- builds functions
- graphs linear, quadratic, and exponential models

### **Statistics and Probability**

An eighth grade student:

- interprets categorical and quantitative data

## **Accelerated Level (Geometry)**

### **Congruence**

An eighth grade student:

- experiments with transformations in the plane.
- understands congruence in terms of rigid motions.
- proves geometric theorems.
- makes geometric constructions.

### **Similarity, Right Triangles, and Trigonometry**

An eighth grade student:

- understands similarity in terms of similarity transformations.
- proves theorems involving similarity.
- defines trigonometric ratios and solve problems involving right triangles.
- applies trigonometry to general triangles.

### **Circles**

An eighth grade student:

- understands and apply theorems about circles.
- finds arc lengths and areas of sectors of circles.

## **Expressing Geometric Properties with Equations**

An eighth grade student:

- translates between the geometric description and the equation for a conic section.
- uses coordinates to prove simple geometric theorems algebraically.

## **Geometric Measurement and Dimension**

An eighth grade student:

- explains volume formulas and use them to solve problems.
- visualizes relationships between two-dimensional and three-dimensional objects.

## **Modeling with Geometry**

An eighth grade student:

- applies geometric concepts in modeling situations.

Resources:

*Big Ideas Math*, Houghton Mifflin Harcourt, ©2014

<http://www.hmhco.com/shop/education-curriculum/math/secondary-mathematics/big-ideas-math>

## **SCIENCE**

An eighth grade student:

- develops models to describe the atomic composition of simple molecules and extended structures.
- analyzes and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
- gathers and make sense of information to describe that synthetic materials come from natural resources and impact society.
- develops a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
- develops and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
- undertakes a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.
- plans an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
- asks questions about data to determine the factors that affect the strength of electric and magnetic forces.
- constructs and presents arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
- conducts an investigation and evaluates the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

- constructs and interprets graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
- develops a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
- applies scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
- plans an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
- constructs, uses, and presents arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
- uses mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave
- develops and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
- integrates qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals
- defines the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- evaluates competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (
- analyzes data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- develops a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Resources:

*FOSS (Full Option Science System)*

<http://www.fossweb.com>

## **SOCIAL SCIENCE**

### **Inquiry**

An eighth grade student:

- creates essential questions to help guide inquiry about a topic.
- asks essential and focusing questions that will lead to independent research.
- determines sources representing multiple points of view that will assist in organizing a research plan.
- gathers relevant information from credible sources and determine whether they support each other.
- develops claims and counterclaims while pointing out the strengths and limitations of both.



- presents arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.
- critiques the structure and credibility of arguments and explanations.
- applies a range of deliberative and democratic procedures to make decisions and take action in school and community contexts.

## **Civics**

An eighth grade student:

- evaluates the powers and responsibilities of citizens, political parties, interest groups and the media.
- analyzes the powers and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.
- compares the means by which individuals and groups change societies, promote the common good, and protect rights.
- critiques deliberative processes used by a wide variety of groups in various settings.
- develops procedures for making decisions in historic and contemporary settings (such as the school, civil society, local, state or national government).

## **Economics**

An eighth grade student:

- analyzes the role of innovation and entrepreneurship in market economy.
- describes the roles of institutions such as corporations, non-profits, and labor unions in a market economy.
- evaluates alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
- explains how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
- evaluates employment, unemployment, inflation, total production, income, and economic growth data and how they affect different groups.
- describes the connections between credit, credit options, interest, and credit history.

## **Geography**

An eighth grade student:

- constructs different representations to explain the spatial patterns of cultural and environmental characteristics.
- evaluates how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- evaluates the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.
- analyzes how the environmental characteristics of places and production of goods influence patterns of world trade.

## **History**

An eighth grade student:

- uses questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

- analyzes how people's perspectives influenced what information is available in the historical sources they created.
- uses other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- organizes applicable evidence into a coherent argument about the past.

Concepts explored include:

- Reconstruction
- Industrialization
- Immigration
- World War I
- Roaring Twenties
- Great Depression
- World War II
- Cold War
- Korean War
- Vietnam
- Civil Rights
- current events

Resources:

*History Alive! The United States Through Industrialism, The United States Through Modern Times, Pursuing American Ideals* Teacher's Curriculum Institute, ©2017, ©2014, ©2019

<http://www.teachtci.com>

Sources:

Illinois State Board of Education - Illinois Social Science Recommendations 2015

<http://www.isbe.state.il.us/career/pdf/SSSRTF-recommendations-1505.pdf>

## PHYSICAL EDUCATION

An eighth grade student:

- applies a variety movement patterns while manipulating objects (changing pathway/direction)
- applies body control when moving through space while adjusting speed, force, level, pathway, and direction.
- analyzes the effectiveness of a variety of skills based on the application of biomechanical principles and mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base)
- engages and apply safe practices, rules, and procedures before, during, and after activities, games, and/or sports.
- demonstrates sportsmanship and cooperative strategies during activities, games, and/or sports.

- applies principles of training (F.I.T.T.: Frequency, Intensity, Time, and Type) in a physical activity to establish a progression for improving fitness components.
- demonstrates effective use of a heart rate monitor during physical activity in order to assess personal fitness levels.
- consistently applies knowledge of selected activities, exercises, and/or sports.
- chooses proper application of skill during game play.

## **MUSIC**

### **Performance Skills in the Classroom and in Concert Setting**

An eighth grade student:

- performs simple rhythms and melodies on instruments.
- performs rehearsed pieces of an appropriate level in a performance ensemble.

### **Music Reading/Writing Skills**

An eighth grade student:

- generates simple rhythmic and melodic phrases.
- uses standard notation to document simple rhythmic phrases, melodic phrases.
- uses musical vocabulary.

### **Music Listening/Analyzing Skills**

An eighth grade student:

- listens to a piece of music and describe its expressive elements.
- listens to a piece of music and develop a story to match the music.
- describes a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.
- demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
- identifies and compares the context of music from a variety of genres, cultures, and historical periods.

An eighth grade student demonstrates respect:

- While listening to music of different genres
- While watching a live musical performance

Also available to eighth grade students: Beginning Band, Beginning Orchestra, and Chorus before school. Band and Orchestra students also receive one half hour pull out group lesson a week.

Sources:

2014 Music Standards (Pre-K-8 General Music)

<http://www.nafme.org/wp-content/files/2014/11/2014-Music-Standards-PK-8-Strand.pdf>

## ART

An eighth grade student:

- demonstrates knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.
- generates and conceptualizes artistic ideas and work.
- applies criteria to evaluate artistic work.
- Identifies and describes the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.
- analyzes how the elements and principles can be organized to convey meaning through a variety of media and technology.

Sources:

Illinois Learning Standards, Fine Arts

[http://www.isbe.net/ils/fine\\_arts/standards.htm](http://www.isbe.net/ils/fine_arts/standards.htm)

National Core Arts Standards: A Conceptual Framework for Arts Learning

<http://nationalartsstandards.org/sites/default/files/NCCAS%20%20Conceptual%20Framework.pdf>

## COMPUTER EDUCATION

Through project-based learning, an eighth grade student:

- demonstrates creative thinking, construct knowledge, and develop innovative products and processes using technology.
- uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- applies digital tools to gather, evaluate, and use information.
- uses critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- understands human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- demonstrates a sound understanding of technology concepts, systems, and operations.

Source:

International Society for Technology in Education

<http://www.iste.org/standards/iste-standards/standards-for-students>

## **PLTW Gateway**

An eighth grade student:

- develops an understanding of the cultural, social, economic, and political effects of technology.
- develops an understanding of engineering design.
- develops the abilities to apply the design process.
- develops an understanding of and be able to select and use information and communication technologies.
- develops an understanding of the characteristics and scope of technology.
- develops an understanding of the core concepts of technology.
- develops an understanding of the relationships among technologies and the connections between technology and other fields of study.
- develops an understanding of and be able to select and use energy and power technologies.
- develops an understanding of and be able to select and use information and communication technologies.
- develops an understanding of the role of society in the development and use of technology.
- develops an understanding of the effects of technology on the environment.

Source:

Standards for Technological Literacy

<http://www.iteea.org/39197.aspx>

## **FOREIGN LANGUAGE**

### **Spanish 8**

All Spanish information from:

Mount Prospect School District 57

Curriculum Guide

Foreign Language

January 2007

An eighth grade student will be able to recognize and produce:

- Family vocabulary
- Celebrations and party vocabulary
- Restaurant vocabulary
- Asking and telling age vocabulary
- Recognize and use present tense of tener
- Possessive adjectives
- Present tense of venir
- Ser and estar
- Understand, compare and contrast cultural perspectives on family
- Family celebrations

An eighth grade student will be able to recognize and produce:

- Vocabulary related to household rooms and furniture
- Household chores
- Recognize and use comparatives and superlatives
- Poder and dormir
- Affirmative tú commands
- Present progressive tense
- Understand, compare and contrast cultural perspectives on homes
- Different types of housing

An eighth grade student will be able to recognize and produce:

- Vocabulary pertaining to clothing
- Shopping
- #'s 200-1,000
- Recognize and use stem-changing verbs pensar, querer, and preferir
- Demonstrative adjectives
- Preterite of –ar verbs
- Direct object pronouns
- Understand, compare and contrast cultural perspectives on shopping gift-giving

An eighth grade student will be able to recognize and produce:

- Vocabulary pertaining to vacations
- Modes of transportation
- Places in community
- Recycling
- Volunteer work

An eighth grade student will be able to recognize and use

- Preterite of –er and –ir verbs
- Preterite of ir
- Personal a
- Present tense of decir
- Indirect object pronouns
- Preterite of hacer and dar

An eighth grade student will be able to understand, compare, and contrast:

- Cultural perspectives on travel
- Vacations
- Volunteer work

Spanish Grade/Level: 8/III

Objectives Pacing Aligned Instructional Resources Assessment Options

Illinois Learning Standards integrated in all lessons:

28. Use the target language to communicate within and beyond the classroom setting.

29. Use the target language to develop an understanding of the customs, arts, literature, history, and geography associated with the target language.

30. Use the target language to make connections and enforce knowledge and skills across academic, vocational, and technical disciplines.

### **French 8**

An eighth grade student will be able to:

- Say where you are going using 'aller'
- Say what you are going to do using 'futur proche'
- Use contractions of the preposition a
- Define verlan

An eighth grade student will be able to recognize and produce:

- Questions using interrogative words and quel
- Order food and beverages
- Ask for your check
- Discuss the role of the French cafe in everyday life
- Prendre and boire to talk about what you're having/drinking
- Regular -ir verbs

An eighth grade student will be able to recognize and produce:

- Terms for sports and leisure activities
- Adverbs of frequency
- The verb faire
- Expressions with faire
- The expression 'Il faut'
- Irregular -ir verbs
- Numbers 101 and higher
- -Er verbs with spelling changes

An eighth grade student will be able to recognize and produce:

- Terms for parties and celebrations
- Talk about stages of life
- Demonstrative adjectives
- Passe compose with avoir
- Passe compose with etre

Illinois Learning Standards integrated in all lessons:

28. Use the target language to communicate within and beyond the classroom setting.

29. Use the target language to develop an understanding of the customs, arts, literature, history, and geography associated with the target language.

30. Use the target language to make connections and enforce knowledge and skills across academic, vocational, and technical disciplines.

District 57 has adopted Olweus Bullying Prevention Program materials to be used for classroom-based instruction and school-wide implementation. District 57 staff members teach students age-appropriate positive behavior expectations to achieve the goal of providing a safe and caring learning environment.

Olweus Bullying Prevention Program, Hazelden Publishing,  
<http://www.violencepreventionworks.org/public/index.page>