



## Grade 8 Language Arts Objectives

### Writing: Texts Types and Purposes

- Write arguments to support claims with clear reasons and relevant evidence (CCSS.ELA-Literacy.W.8.1)
  - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (CCSS.ELA-Literacy.W.8.1a )
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS.ELA-Literacy.W.8.1b)
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (CCSS.ELA-Literacy.W.8.1c )
  - Establish and maintain a formal style. (CCSS.ELA-Literacy.W.8.1d )
  - Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.8.1e )
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS.ELA-Literacy.W.8.2 )
  - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (CCSS.ELA-Literacy.W.8.2a)
  - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS.ELA-Literacy.W.8.2b)
  - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS.ELA-Literacy.W.8.2c )
  - Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.8.2d )
  - Establish and maintain a formal style. (CCSS.ELA-Literacy.W.8.2e )
  - Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS.ELA-Literacy.W.8.2f )
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS.ELA-Literacy.W.8.3 )
  - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS.ELA-Literacy.W.8.3a )
  - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS.ELA-Literacy.W.8.3b)
  - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS.ELA-Literacy.W.8.3c )
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS.ELA-Literacy.W.8.3d)
  - Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS.ELA-Literacy.W.8.3e )

### Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.8.4 )
- 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. (CCSS.ELA-Literacy.W.8.5)
- Use 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. (CCSS.ELA-Literacy.W.8.6)

### Research to Build and Present Knowledge

- 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 exploration. (CCSS.ELA-Literacy.W.8.7 )
- 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. (CCSS.ELA-Literacy.W.8.8)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-Literacy.W.8.9 )

### **Speaking and Listening**

- Engage 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. (CCSS.ELA-Literacy.SL.8.1)
  - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS.ELA-Literacy.SL.8.1a)
  - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS.ELA-Literacy.SL.8.1b)
  - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS.ELA-Literacy.SL.8.1c)
  - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS.ELA-Literacy.SL.8.1d)
- Analyze 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. (CCSS.ELA-Literacy.SL.8.2)
- Delineate 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. (CCSS.ELA-Literacy.SL.8.3)

### **Presentation of Knowledge and Ideas**

- Present 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. (CCSS.ELA-Literacy.SL.8.4 )
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (CCSS.ELA-Literacy.SL.8.5)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS.ELA-Literacy.SL.8.6 )

## **Language**

### **Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-Literacy.L.8.1 )
  - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS.ELA-Literacy.L.8.1a )
  - Form and use verbs in the active and passive voice. (CCSS.ELA-Literacy.L.8.1b )
  - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (CCSS.ELA-Literacy.L.8.1c )
  - Recognize and correct inappropriate shifts in verb voice and mood. (CCSS.ELA-Literacy.L.8.1d)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-Literacy.L.8.2)
  - Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS.ELA-Literacy.L.8.2a)
  - Use an ellipsis to indicate an omission. (CCSS.ELA-Literacy.L.8.2b)
  - Spell correctly. (CCSS.ELA-Literacy.L.8.2c)

### **Knowledge of Language**

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.ELA-Literacy.L.8.3)
  - Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve

particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (CCSS.ELA-Literacy.L.8.3a)

### **Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies (e.g., context clues, roots, reference materials.) (CCSS.ELA-Literacy.L.8.4a-d.)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.ELA-Literacy.L.8.5)
  - Interpret figures of speech (e.g. verbal irony, puns) in context. (CCSS.ELA-Literacy.L.8.5a)
  - Use the relationship between particular words to better understand each of the words. (CCSS.ELA-Literacy.L.8.5b)
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). (CCSS.ELA-Literacy.L.8.5c)
- Acquire 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. (CCSS.ELA-Literacy.L.8.6)

### **How Students Learn**

- Students will be reading, analyzing, discussing, writing, and performing fiction and non-fiction text.
- Students will learn and practice reading, writing, and thinking strategies in relation to text and real world problems.
- Students will complete timed Short Constructed Responses
- Students will complete Extended Constructed Responses
- Students will individually and cooperatively evaluate and solve problems.
- Students will track, manage, analyze, and present data in relation to their own performance in reading, writing, and presentations.
- Students will discuss, analyze, and perform literary work.
- Students will participate and contribute ideas and analysis in literature circles.

### **How Students are Assessed**

- Timed Readings (fiction, poetry, non-fiction)
- Timed Writings (Short Constructed Responses)
- Out of class reading (Weekly Reading Logs)
- Weekly vocabulary quizzes
- Original writing
- Exams and Quizzes
- Homework completion and accuracy
- Oral Presentations
- Multi-Media Presentations
- Classroom Participation: discussion, analysis, etc
- Data Management and Analysis: Progress Monitoring Folder
- Final Grade: compilation of points earned out of points possible

### **References**

- *Daily Language Review Grade 8*, Evan-Moor
- *Vocabulary Workshop (Level C)*, Sadlier-Oxford
- The Winston Grammar Program
- *Spectrum: Writing*, Spectrum
- Other various workbooks



## Grade 8 Reading Objectives

### What Students Learn

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-Literacy.RL.8.1)
- Determine 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. (CCSS.ELA-Literacy.RL.8.2)
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS.ELA-Literacy.RL.8.3)
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (CCSS.ELA-Literacy.RI.8.3)
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS.ELA-Literacy.RI.8.6)
- Determine 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. (CCSS.ELA-Literacy.RL.8.4)
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (CCSS.ELA-Literacy.RL.8.5)
- Analyze 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. (CCSS.ELA-Literacy.RL.8.6)
- Analyze 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. (CCSS.ELA-Literacy.RL.8.7)
- (Analyze 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. (CCSS.ELA-Literacy.RL.8.9)
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (CCSS.ELA-Literacy.RI.8.5)
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (CCSS.ELA-Literacy.RI.8.7)
- 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. (CCSS.ELA-Literacy.RI.8.8)
- Analyze 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. (CCSS.ELA-Literacy.RI.8.9)

### How Students Learn

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### How Students are Assessed

- Timed Readings (fiction, poetry, non-fiction)
- Timed Writings (Short Constructed Responses)
- Out of class reading (Weekly Reading Logs)
- Original writing
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- Oral Presentations
- Multi-Media Presentations
- Classroom Participation: discussion, analysis, etc
- Data Management and Analysis: Progress Monitoring Folder
- Final Grade: compilation of points earned out of points possible

**Resources**

- *Introducing Literature*, and *Enjoying Literature*, MacMillan Literature Series
- *Junior Great Books*, The Great Books Foundation
- *A Corner of the Universe*, Ann M. Martin
- *Moon Over Manifest*, Clare Vanderpool
- *Number the Stars*, Lois Lowry
- *Roll of Thunder Hear My Cry*, Mildred Taylor
- *Presenting Reader's Theater: Play and Poems to Read Aloud*, Caroline Feller Bauer
- Poems and dramas TBD



## **Eighth Grade Pre-Algebra**

### **What Students Learn**

What students learn will be based upon the national core standards (CCS) for the eighth grade and the Ho'ala Shared Values (HSV) with an emphasis on skills that will guide students toward college preparatory skills and life skills. In addition to the content of the core standards the students should learn how to interact cooperatively to facilitate and enhance each other's comprehension of the material allowing them to develop positive study group habits and leadership skills.

#### The Number System (NS)

- Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. (CCSS. 8.NS.A.1)
- Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g.,  $\pi^2$ ). For example, by truncating the decimal expansion of  $\sqrt{2}$ , show that  $\sqrt{2}$  is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations. (CCSS. 8.NS.A.2)

#### Expressions & Equations (EE)

- Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example,  $32 \times 3^{-5} = 3^{-3} = 1/33 = 1/27$ . (CCSS.8.EE.A.1)
- Use square root and cube root symbols to represent solutions to equations of the form  $x^2 = p$  and  $x^3 = p$ , where  $p$  is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that  $\sqrt{2}$  is irrational. (CCSS.8.EE.A.2)
- Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times  $10^8$  and the population of the world as 7 times  $10^9$ , and determine that the world population is more than 20 times larger. (CCSS.8.EE.A.3)
- Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology (CCSS.8.EE.A.4)
- Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. (CCSS.Math.Content.8.EE.B.5)
- Use similar triangles to explain why the slope  $m$  is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation  $y = mx$  for a line through the origin and the equation  $y = mx + b$  for a line intercepting the vertical axis at  $b$ . (CCSS.8.EE.B.6)

- linear equations in one variable. (CCSS. 8.EE.C.7) Solve
- Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers). (CCSS.8.EE.C.7a)
- Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. (CCSS. 8.EE.C.7b)
- Analyze and solve pairs of simultaneous linear equations. (CCSS. 8.EE.C.8)
- Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. (CCSS.8.EE.C.8a)
- Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example,  $3x + 2y = 5$  and  $3x + 2y = 6$  have no solution because  $3x + 2y$  cannot simultaneously be 5 and 6. (CCSS. 8.EE.C.8b)
- Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. (CCSS.8.EE.C.8c)

#### Functions (F)

- Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (CCSS.8.F.A.1)
- Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. (CCSS.8.F.A.2)
- Interpret the equation  $y = mx + b$  as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function  $A = s^2$  giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line. (CCSS.8.F.A.3)
- Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two  $(x, y)$  values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. (CCSS.8.F.B.4)
- Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. (CCSS.8.F.B.5)

#### Geometry (G)

- Verify experimentally the properties of rotations, reflections, and translations: (CCSS.Math.Content.8.G.A.1)
- Lines are taken to lines, and line segments to line segments of the same length. (CCSS.Math.Content.8.G.A.1a)
- Angles are taken to angles of the same measure. (CCSS. 8.G.A.1b)
- Parallel lines are taken to parallel lines. (CCSS.8.G.A.1c)

- Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. (CCSS. 8.G.A.2)
- Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. (CCSS. 8.G.A.3)
- Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. (CCSS. 8.G.A.4)
- Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so. (CCSS. 8.G.A.5)
- Explain a proof of the Pythagorean Theorem and its converse. (CCSS. 8.G.B.6)
- Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. (CCSS. 8.G.B.7)
- Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. (CCSS. 8.G.B.8)
- Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. (CCSS. 8.G.C.9)

#### Statistics & Probability

- Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. (CCSS. 8.SP.A.1)
- Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. (CCSS. 8.SP.A.2)
- Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. (CCSS. 8.SP.A.3)
- Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores? (CCSS. 8.SP.A.4)

#### Organization and Time Management Skills

- Come to class fully prepared with supplies and ready to learn. (HSV - Responsibility)
- Manage time in class effectively and be constructively self-directed (HSV - Responsibility)
- Demonstrate evidence of effective practice, study habits, and work completion. (HSV - Responsibility)



- Adhere to agreements and deadlines, and/or respectfully acknowledge unmet agreements and renegotiate at the earliest opportunity. (HSV - Responsibility)
- Practice effective prioritizing, tracking, and completing tasks effectively. (HSV - Resourceful)

### Social and Interpersonal Skills

- Participate supportively and respectfully in a range of collaborative discussions (one-on-one, groups, teacher-led, etc.) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (HSV - Responsibility and Respectfulness)
- Present self as capable and avoid self-limiting behaviors, such as passivity and assumed helplessness. (HSV - Respectful)
- Treat others as capable and empower others by making space for and valuing the input of others. (HSV Respectful)
- Interact with empathy, compassion and consideration. (HSV - Responsive)
- Work collaboratively with others by assuming a fair share of the work and taking on appropriate roles as needed. (HSV - Responsive)
- Pursue knowledge irrespective of peer opinion or norm; have intrinsic motivation. (HSV - Resourceful)
- Effectively implement instruction and input. (HSV - Resourceful)
- Relate to adults in a considerate, mindful manner and avoid inappropriate actions or words. (HSV - Respectful)
- Relate to peers in a considerate, mindful manner and avoid inappropriate actions or words. (HSV - Respectful)
- Focus on seeking solutions rather than finding fault. (HSV - Responsive)
- Listen effectively by making an effort to hear and understand others' statements or points of view. (HSV - Responsive)
- Communicate effectively by being willing and able to articulate one's own thoughts or view. (HSV - Responsive)
- Make an effort to reflect, adapt, and grow in response to new ideas by being open-minded (HSV - Responsive)
- Seek additional help when necessary (HSV - Resourceful)
- Experience mistakes as a learning opportunity and work to avoid repetitive errors. (HSV - Resourceful)

### **How Students Learn**

- Completion of research-and inquiry-based individual and group projects
- Lecture and modeling
- Class discussion and paired sharing

- Completion of homework and classwork
- Post-assessment feedback

### **How Students Are Assessed**

- Completion and accuracy of daily homework and classwork
- Short paper rubric
- Pre-diagnostic assessments.
- Formative in class observations
- Quizzes
- Summative unit exams
- Summative final exam
- Level of class participation
- Attitude
- Inquiry activity participation and report rubrics

### **Materials**

- Materials needed for the course include paper both lined and graphing
- Calculator
- Other materials needed may include crafting supplies for the various projects that may be incorporated based on development and review including : toothpicks, stopwatches, cardstock and glue, marshmallows, garbanzo beans, dice, marbles, stamps, apples, pineapples, flowers, origami paper, playing cards, protractors, compasses, rulers and jars.

### **Resources**

- Carter, J., Day, R., Cuevas, G. & Malloy, C. (2013) *Math: your common core edition*. New York, NY: Glencoe McGraw-Hill.
- iTunes U
- Kahn Academy (<https://www.khanacademy.org/>)
- Various movies, videos, and internet-based multimedia
- Teacher prepared handouts and presentations



## Earth Science 5<sup>th</sup>-8th Grade Course Outline



Welcome to Earth Science – the study of the world around you! This one year course includes the following topics: Lab and Classroom Safety, Physical Science, Minerals, Rocks, Earth's Energy and Mineral Resources, Plate Tectonics, Earth Quakes, Volcanoes and Hawaii's Geology! Students will learn content through hands on learning (such as labs and activities), lectures, projects, and field trips. Observational skills will be applied throughout the year.

### *Grade Evaluation:*

40% Tests, Quizzes and Projects

25% Homework

25% Labs and Classwork

10% Class Participation

*\*Late homework is NOT accepted.*

### **Lab and Classroom Safety**

#### **Physical Science**

Unit C: Chapter 1, Lesson 1-2 REAL SCIENCE textbook

- *Quiz on Lab Safety and Physical Science*

#### **Minerals**

Chapter 1 GLENCOE textbook Sections 1-3

- *Lab on Mineral Identification*
- *Presentation on Uses of Minerals*
- *Test on Minerals*

#### **Rocks**

Chapter 2 GLENCOE textbook Sections 1-4

- *Lab on Rock Identification*
- *Test on Rocks*

### **Earth's Energy and Mineral Resources**



## 8<sup>th</sup> Ancient Hawaiian History Course Objectives

### What Students Learn:

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.7.1
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. CCSS.ELA-Literacy.RI.7.2
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). CCSS.ELA-Literacy.RI.7.3
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. CCSS.ELA-Literacy.RI.7.4
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. CCSS.ELA-Literacy.RI.7.5
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. CCSS.ELA-Literacy.RI.7.6
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). CCSS.ELA-Literacy.RI.7.7
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. CCSS.ELA-Literacy.RI.7.8
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. CCSS.ELA-Literacy.RI.7.9
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. CCSS.ELA-Literacy.RI.7.10
11. Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-Literacy.W.7.1
  - A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. CCSS.ELA-Literacy.W.7.1a
  - B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CCSS.ELA-Literacy.W.7.1b
  - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. CCSS.ELA-Literacy.W.7.1c
  - D. Establish and maintain a formal style. CCSS.ELA-Literacy.W.7.1d
  - E. Provide a concluding statement or section that follows from and supports the argument presented. CCSS.ELA-Literacy.W.7.1e
12. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-Literacy.W.7.2
  - A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-Literacy.W.7.2a
  - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. CCSS.ELA-Literacy.W.7.2b
  - C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. CCSS.ELA-Literacy.W.7.2c
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-Literacy.W.7.2d
  - E. Establish and maintain a formal style. CCSS.ELA-Literacy.W.7.2e
  - F. Provide a concluding statement or section that follows from and supports the information or explanation presented. CCSS.ELA-Literacy.W.7.2f

13. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. CCSS.ELA-Literacy.W.7.3
- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. CCSS.ELA-Literacy.W.7.3a
  - B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. CCSS.ELA-Literacy.W.7.3b
  - C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. CCSS.ELA-Literacy.W.7.3c
  - D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CCSS.ELA-Literacy.W.7.3d
  - E. Provide a conclusion that follows from and reflects on the narrated experiences or events. CCSS.ELA-Literacy.W.7.3e
14. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.W.7.4
15. 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. CCSS.ELA-Literacy.W.7.5
16. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. CCSS.ELA-Literacy.W.7.6
17. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. CCSS.ELA-Literacy.W.7.7
18. 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. CCSS.ELA-Literacy.W.7.8
19. Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.7.9
- A. Apply *grade 7 Reading standards* to literature. CCSS.ELA-Literacy.W.7.9a
  - B. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). CCSS.ELA-Literacy.W.7.9b
20. Write 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. CCSS.ELA-Literacy.W.7.10
20. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. CCSS.ELA-Literacy.SL.7.1
- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. CCSS.ELA-Literacy.SL.7.1a
  - B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. CCSS.ELA-Literacy.SL.7.1b
  - C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. CCSS.ELA-Literacy.SL.7.1c
  - D. Acknowledge new information expressed by others and, when warranted, modify their own views. CCSS.ELA-Literacy.SL.7.1d
21. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. CCSS.ELA-Literacy.SL.7.2
22. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CCSS.ELA-Literacy.SL.7.3
23. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-Literacy.SL.7.4
24. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. CCSS.ELA-Literacy.SL.7.5

25. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. CCSS.ELA-Literacy.SL.7.6
26. Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.1
27. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.ELA-Literacy.RH.6-8.2
28. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). CCSS.ELA-Literacy.RH.6-8.3
29. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CCSS.ELA-Literacy.RH.6-8.4
30. Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.5
31. 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). CCSS.ELA-Literacy.RH.6-8.6
32. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-Literacy.RH.6-8.7
33. Distinguish among fact, opinion, and reasoned judgment in a text. CCSS.ELA-Literacy.RH.6-8.8
34. Analyze the relationship between a primary and secondary source on the same topic. CCSS.ELA-Literacy.RH.6-8.9

**How Students Learn:**

- Reading Instruction
- Group and Individual Projects and Activities
- Writing and Research Assignments
- Multimedia Presentations
- Class Discussions
- Review Activities

**How Students are Assessed:**

- Timed Writing Responses
- Reading
- Research Projects and Presentations
- Collaborative Learning
- Participation

**Text and Materials**

- Ellis, William. *A Narrative of an 1823 Tour Through Hawaii*. Mutual Publishing. Honolulu. 2004. Print.
- Kane, Herb Kawainui. *Voyage: The Discovery of Hawaii*. Island Heritage. Honolulu. 1976. Print.
- Bauer, Helen. *The Aloha State*. Doubleday. New York. 1960. Print.
- Dunford, Betty. *The Hawaiians of Old*. Bess Press. Honolulu. 1987. Print.
- Pratt, Juliette. *The Hawaiians: An Island People*. Charles E. Tuttle Company. Tokyo. 1968.
- Other various sources



## **OBJECTIVES FOR ELEMENTARY SPANISH**

**Grades 5 – 8**

### **I. STUDENTS GOALS FOR THIS YEAR:**

Develop an appreciation for Latin cultures and the differences among Spanish-Speaking countries

Motivate students to want to continue to learn Spanish and to give them the confidence to do so

Lay the groundwork for future study of the Spanish language

Use knowledge of culture being studied to produce artwork, crafts, or graphic representations that reflect the Latin culture

Compare and develop insight into the nature of the Spanish language and culture. Main goal: appreciate cultural diversity Interpersonal skills by working in groups, and individually

Receiving information through the teacher and all the material provided in class

Oral and written participation in class activities

Games and role play relative to the lessons

Dialogues studied, memorized and repeated

### **II. HOW STUDENTS LEARN:**

Looking at pictures, drawings, and videos

Working in groups, and individually

Receiving information through the teacher and all the material provide in class

Oral, and written participation in class activities

Games and role play relative to the lessons

Dialogues studied, memorized and repeated

### **III. STUDENTS WILL BE ASSESSED BY:**

Class participation.

Oral presentations.

### **IV. RESOURCES:**

Text/Workbooks. Teacher generated handouts, CDs, DVDs, Magazines, Internet resources, and Maps



## STUDENT GOALS/OBJECTIVES: MIDDLE SCHOOL ART- GR 7, 8

**HSS = Hawaii State Standards    NVAS= National Visual Arts Standards    HSV= Ho'ala Shared Values**

<b>ARTISTIC EXPRESSION</b>	
<b>IDEA DEVELOPMENT</b>	<b>SKILL DEVELOPMENT</b>
<b>The student will:</b>	<b>The student will:</b>
Develop interesting and original ideas for artworks including "art styles" works, mask-making, drawings, paintings and sculptures, multi-media and digital work based on Art Masters and artwork from various cultures including Oceanic, Asian, African and South American Art (HSS FA(7-8).1.8    NVAS 2c, 3b, 4a)	Practice , refine and utilize drawing techniques effectively, including: contour drawing, abstraction, observational studies, imaginative alteration, sketching, value and highlights, blending, textural development and detail depiction. (HSS FA(7-8).1.2    NVAS 1a,b)
Develop effective ideas for individual and group artworks based on concepts utilized in specific Art Periods including Renaissance, Baroque, 18th -19th C. , Modern, Contemporary (HSS FA(7-8).1.7    NVAS 4a,b,c)	Practice, refine and utilize painting techniques effectively, including: color blending, contrast, overlapping, color blocking, textural application and color families. (HSS FA(7-8).1.2    NVAS 1a,b)
Refine and redevelop ideas as needed to improve works (NVAS 1a, 2a,c)	Complete projects according to individual goals and project specifics aligned with "Master works" and Art time periods. (HSS FA (7-8).1.7    NVAS 4b)
Effectively utilize planning and thumbnail sketches to develop ideas for artworks (NVAS 2b)	Develop effective compositions using "rule of thirds", overlapping, back-middle- and foreground and atmospheric and linear perspective. (HSS FA(7-8).1.2    FVAS 2b)
Develop ideas for individual artworks through guided imagery, visual resources , computer research, textbooks and Scholastic Art Magazine (HSS FA(7-8).1.4    NVAS 3b)	Demonstrate ability to use and apply new concepts/techniques in own original and expressive artwork using concepts covered (HSS (7-8).1.5)
Participate in "brainstorming" activities to develop skills in group decision-making and planning of small and large group works. (NVAS 5a , HSV- Responsiveness, Respect)	Demonstrate skillful use of clay and other sculptural techniques, including: maquettes, modeling, low relief, hand-building and wheel-throwing techniques (NVAS 1a,b, 3a)
<b>MATERIAL USE</b>	<b>WORK HABITS</b>
Experiment, practice and develop control of drawing media, including: pencil, colored pencil, pastel, oil crayon, marker and charcoal (HSS FA (7-8).1.1, FA (7-8).1.4    NVAS 1a, 1b , 2b, 2c)	Develop and display conscientious attitudes and habits in the working environment- both individually and with group (HSV - Responsibility)
Experiment with and develop control of paint media, including: tempera, watercolor, ink , acrylic and gouache (HSS FA (7-8).1.1, FA (7-8).1.4    NVAS 1a, 1b , 2b, 2c)	Maintain a safe, productive and cooperative working environment, individually and with group works (HSV- Responsibility - Respect)
Develop control of sculptural media to produce intended effects including clay, metal and papier-mache/decoclay and sculpey (HSS FA (7-8).1.1, FA (7-8).1.4    NVAS 1a, 1b , 2b,	Participate productively and effectively in set-up and clean-up (HSV- Resourcefulness)



2c)	
Utilize materials appropriately and inventively in mixed media projects (HSS FA 7.1.4 NVAS 1a,b )	Demonstrate effective communication and participation in group activities (HSV- Responsiveness)
Show conscientious use and care of materials consistently (HSV - Respect)	Complete in-class works effectively and with attention to quality (HSV- Responsibility)
	Complete home assignments effectively (HSV- Responsibility)
<b>ARTISTIC RESPONSE</b>	
<b>DISCUSSION/INVESTIGATION</b>	<b>CRITICAL ANALYSIS</b>
Participate effectively and productively in small and large group discussions and investigation of art experiences (HSV- Responsiveness, NSVAS 5a)	Utilize skills in looking at and talking about art works (aesthetics) of own and others' works in verbal and written responses (HSV- Responsiveness, NVAS 5a,c)
Actively seek assistance and resources for discovering and improving artistic endeavors (HSV- Resourcefulness, NSVAS 1a)	Acquire, develop and utilize art vocabulary as appropriate to concepts and skills in chosen projects and Art time periods/styles (NVAS 5b,c)
Generate, explore and develop questions for art appreciation activities and quizzes (HSV- Resourcefulness NSVAS 6b)	Participate effectively in self-critique in written and oral form (HSV- Respect, Responsiveness, NVAS 5 a,c, 6a)
Actively and appropriately participate in discussions and explorations of Master Works and Art Appreciation activities (HSV- Responsiveness, NSVAS 5b)	Participate effectively in critique of others' works in written and oral form (HSV- Respect, Responsiveness NVAS 5a,c, 6a)

**Students will learn by:**

- **demonstrations / individually tailored for specific skill/media**
- **discussions**
- **individual exploration**
- **research of "Master" works**
- **peer interaction and review**
- **development of self-chosen projects through project sheets**
- **development of project goals and timelines**
- **small and large group projects**

**Students will be assessed by:**

- **weighted objectives including work habits, work results, goal-setting, and artistic response**
- **completion of works according to time , skill development and quality**
- **teacher and peer review**
- **evaluation of progress at regular intervals (quarterly)**
- **self-evaluation of work habits and result**
- **review of project challenges and successes at end of the semester**

**Resources:**

- **Various textbooks on Art History and individual artists**
- **Scholastic Art and Graphics Magazines**
- **Video and internet Sites specific to individual research**
- **"Master works" and contemporary art through various art museums and galleries**
- **teacher-generated worksheets and visuals**