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## **GRADE 8 CURRICULUM**

[Mathematics](#)

[Science](#)

[Language Arts](#)

[Social Studies](#)

[Religion](#)

[Spanish](#)

[Art](#)

[Computer](#)

[Physical Education](#)

## GRADE 8: MATHEMATICS

The 8th grade Algebra I program is designed to be a rigorous course of study. This course allows students the opportunity to apply, practice and expand their knowledge about important algebraic concepts. The program offers guided practice to help students master a topic as well as preparation for real world applications of the skills learned.

### OBJECTIVES

#### Algebra

Students will be able to:

- identify and write variables and expressions
- add, subtract, multiply and divided real numbers
- correctly use the order of operations
- work with like terms
- write and calculate powers and exponents
- calculate and estimate square roots
- classify within the number systems
- identify various types of functions

#### Equations

Students will be able to:

- solve equations and inequalities using addition, subtraction, multiplication and division
- solve equations using two-steps and multiple steps
- solve equations with variables on both sides
- solvefor a variable
- use rates, ratios and proportions in real world applications
- calculate percents and their applications
- calculate percent increase and decrease

#### Inequalities

Students will be able to:

- write and graph inequalities
- solve inequalities using addition, subtraction, multiplication and division
- solve inequalities using two-steps and multiple steps
- solve compound inequalities

#### Functions

Students will be able to:

- graph relationships
- identify relations and functions
- write and graph functions
- create scatter plots and identify trend lines
- identify and use arithmetic sequences

## **Linear Functions**

Students will be able to:

- identify linear functions from their graph, their equation and their table of values
- identify slope of a line and use the slope formula
- use the slope-intercept form of a linear function
- use the point-slope form of a linear function
- compare the slopes of parallel and perpendicular lines
- transform linear functions

## **Systems of Equations and Inequalities**

Students will be able to:

- solve systems using graphing, substitution and elimination
- solve special systems
- solve linear inequalities
- solve special systems of inequalities

## **Exponents and Polynomials**

Students will be able to:

- simplify expressions with integer exponents
- use powers of 10 and scientific notation
- use the multiplication and division properties of exponents
- work with polynomials (naming, degree, descending order)
- add, subtract and multiply polynomials
- calculate and identify special binomial products (perfect square trinomials, difference of squares)

## **Factoring Polynomials**

Students will be able to:

- identify greatest common factors of polynomials
- factor using the GCF
- factor polynomials in the  $x^2 + bx + c$  format
- factor polynomials in the  $ax^2 + bx + c$  format
- factor special products (perfect square trinomials, difference of squares)

## **Quadratics Functions and Equations**

Students will be able to:

- identify quadratic functions from their graphs, tables, and equations
- identify any zeroes of a quadratic
- calculate the line of symmetry
- identify the vertex
- graph quadratic functions
- transform quadratics by adjusting the  $a$  and  $c$  values
- solve by graphing, factoring, completing the square and using square roots
- use the Quadratic Formula and identify discriminant

**TEXT/ MATERIALS**

- Teacher text: Holt *Algebra I* (2007)
- Student text: Holt *Algebra I* (2007)
- Student practice workbook: Holt *Algebra I* (2007)
- Chapter resource books: Holt *Algebra I* (2007)
- Assessment resource book: Holt *Algebra I* (2007)
- Examview Test Generator: Holt *Algebra I* (2007)
- Teacher generated tests/quizzes/worksheets
- Smartboard presentations
- Graphing and regular calculators
- Class iPads

**INSTRUCTION**

The teacher will:

- Present lessons through lectures, small group work, class discussions, etc.
- Assess student progress through homework assignments, tests, quizzes, etc.
- Provide extra practice for students
- Use technology such as SmartBoard and iPads to support the program of study
- Provide extra help opportunities for students.

*Prepared by Mary Parker, 6-8 Math teacher*

## GRADE 8: SCIENCE

The 8<sup>th</sup> grade Science program is centered on the Physical Sciences. This course will prepare the students for further studies in these topics in high school and beyond. The course includes various labs that have to do with the specific topic being discussed.

### OBJECTIVES

Students will be able to:

- Comprehend and Discuss Distance, Speed, Acceleration, and Velocity
- Comprehend and Discuss the four different types of Friction
- Comprehend and Discuss Newton's Law of Universal Gravitation
- Comprehend and Discuss Newton's Laws of Motion
- Comprehend and Discuss the difference between Simple and Compound Machines
- Comprehend and Discuss the different types of Energy
- Comprehend and Discuss the different types of Matter and how it changes
- Comprehend and Discuss the difference between Atoms, Molecules, Elements, and Compounds
- Comprehend and Discuss the Periodic Table
- Comprehend and Discuss how to balance Chemical Equations
- Comprehend and Discuss Endo and Exothermic Reactions
- Comprehend and Discuss Open and Closed Systems
- Comprehend and Discuss the difference between Solutions and Solvents
- Comprehend and Discuss the pH scale
- Comprehend and Discuss the properties of Waves
- Comprehend and Discuss the properties of Sound and Light
- Comprehend and Discuss how Science is used in today's society

### TEXT/MATERIALS

- Text Books: Forces and Energy, Introduction to Chemistry, Sound and Light, and Science and Technology
- Daily worksheets for homework
- Weekly assessments (quiz or test)
- Subject appropriate laboratories
- Use of Dissection and Microscopes
- Subject appropriate videos
- Two research projects on an assigned topic
- Science Fair project including a written report and a display board

### INSTRUCTION

The teacher will:

- Present lessons with daily lectures and discussions
- Assess student progress through homework, quizzes, and tests
- Provide extra help sessions
- Use technology such as the Smartboard and iPads

*Prepared by Ronald Annand  
June 18, 2015*

## **GRADE 8: LANGUAGE ARTS**

The purpose of the eighth grade Language program is to provide a setting where students learn about and practice appropriate use of formal and informal English in writing and speaking.

### **OBJECTIVES**

#### **Discussion**

Students will:

- use agreed-upon rules for informal and formal discussions in small and large groups.

#### **Questioning, Listening, and Contributing**

Students will:

- pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.
- integrate relevant information gathered from group discussions and interviews for reports.

#### **Oral Presentation**

Students will:

- make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to conveyed.
- give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.
- create a scoring guide based on categories supplied by the teacher (content, presentation style) to prepare and assess their presentations.
- give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices.

#### **Vocabulary and Concept Development**

Students will:

- understand and acquire new vocabulary and use it correctly in reading and writing.
- determine the meaning of unfamiliar words using context clues (definition, example).
- determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.
- determine pronunciations, meanings, alternate word choices, and parts of speech or words using dictionaries and thesauruses.
- determine the meaning of unfamiliar words using context clues (contrast, cause and effect).
- determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.
- determine pronunciations, meaning, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.

## **Structure and Origins of Modern English**

Students will:

- analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.
- identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
- expand or reduce sentences (adding or deleting modifiers, combining or decombining sentences).
- identify verb phrases and verb tenses.
- recognize that a word performs different functions according to its position in the sentence.
- identify correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (elimination of sentence fragments and run-ons).
- recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).
- distinguish phrases from clauses.
- recognize the makeup and function of prepositional phrases.
- identify simple, compound, and complex sentences.
- recognize appropriate use of pronoun reference.
- identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly places modifiers).
- employ grammar and usage rhetorically combining words, including, reordering, and reducing sentences.
- describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.

## **Formal and Informal English**

Students will:

- describe, analyze, and use appropriately formal and informal English.
- write stories using a mix of formal and informal language.
- identify differences between oral and written language patterns.
- analyze the language styles of different characters in literary works.

## **TEXT/MATERIALS**

- Sadlier *Vocabulary Workshop* Teacher Edition Level C
- Sadlier *Vocabulary Workshop* Student Edition Level C
- Teacher generated quizzes/tests/worksheets
- Loyola Press *Voyages in English* Teacher Edition Grade 8
- Loyola Press *Voyages in English* Student Edition Grade 8
- Examview Test Generator Loyola Press *Voyages in English* Grade 8
- Loyola Press *Voyages in English* Practice Book Grade 8
- Smartboard presentations
- Grammar games and DVD's
- Warriors Don't Cry
- Realms of Gold Vol. 3
- The Boy in the Striped Pajamas
- Animal Farm
- King Lear

## **INSTRUCTION**

- Assigned writing with rubrics
- Sharing of piece- format of presenting written work
- Vocabulary – written paragraphs
- Book reviews
- Multi genre research paper
- Creative writing
- Mini lessons
- Alternate story endings
- Peer editing
- Group work
- Presentations
- Teacher guided instruction
- Conferencing

*Prepared by Debra Adam and Ashley Longo  
June 2015*



## **GRADE 8: SOCIAL STUDIES**

### **AMERICA: HISTORY OF OUR NATION**

### **CIVIL WAR TO THE PRESENT**

The Social Studies program for grade eight is a continuation of the seventh grade program. The students will learn about, understand, and appreciate events in history and government that helped shape the United States today. By studying these topics/events, students are preparing to become young adults who are responsible and understanding citizens of the United States. Throughout the year, students will discuss current event topics as they occur.

#### **OBJECTIVES**

##### **Unit Title: Review**

Student will review key topics/historical events from seventh grade curriculum prior to the beginning of the Civil War

##### **Unit Title: Civil War and Reunion**

Student will explain how the Civil War was a political, economic, and social turning point by demonstrating an understanding of the following...

- How the nation tried but failed to deal with growing sectional differences
- How people, places and things affected the outcome of the Civil War
- What the short and long term effects of the Civil War were

##### **Unit Title: An Age of Industry**

Student will explain how industrialization of the United States changed the economy, society, and politics of the Nation by demonstrating an understanding of the following...

- How the growth of big business affected the development of the West
- How industrialization increased the speed of change
- How society and politics changed during the Progressive Era

##### **Unit Title: A New Role in the World**

Student will explain how a more powerful United States expanded its role in the world by demonstrating an understanding of the following...

- How the U.S. demonstrated its growing interest in the Pacific and in Latin America
- What the causes and effects of WWI were
- How the nation reacted to change in the 1920s

##### **Unit Title: Depression and War**

Student will explain how the U.S. dealt with crises in domestic and foreign affairs by demonstrating an understanding of the following...

- How the Great Depression affected the American people and changed the role of government
- What the causes and effects of World War II were
- What key foreign and domestic issues affected the U.S. after WWII

##### **Unit Title: Moving Toward the Future**

Student will explain how the U.S. strived to strengthened democracy at home and to foster democracy abroad by demonstrating an understanding of the following...

- How Civil Rights movement changed the nation
- What the causes/effects of Vietnam War were

- How major national and international events affected the nation
- What challenges faced the nation in the 21<sup>st</sup> century

### **TEXT/MATERIALS**

- Teacher Guide: Prentice Hall : *America: History of Our Nation* (publisher: Pearson)
- Student text book: Prentice Hall : *America: History of Our Nation: Beginning Through 1877* (publisher: Pearson)
- Student Interactive Reading and Notetaking Study Guide: Prentice Hall: *America: History of Our Nation*(publisher: Pearson)
- Interactive Reading and Notetaking Study Guide :Answer Key: Prentice Hall: *America: History of Our Nation*(publisher: Pearson)
- All-In-One Teaching Resources: Units 1-4: Prentice Hall : *America: History of Our Nation*(publisher: Pearson)
- Historian’s Apprentice Activity Packs: Pearson: Prentice Hall
- Assessment Rubrics: Prentice Hall Social Studies (publisher: Pearson)
- Test Prep with Document-Based Assessment: Prentice Hall : *America: History of Our Nation* (publisher: Pearson)
- Teacher’s Resource Library DVD: Prentice Hall : *America: History of Our Nation* (publisher: Pearson)
- Exam View Test Blank CD-ROM: Prentice Hall : *America: History of Our Nation* (publisher: Pearson)
- Presentation Express Premium CD-Rom: Prentice Hall : *America: History of Our Nation* (publisher: Pearson)
- Test, quizzes, study guides, worksheets, and handouts for specific areas of study
- A wide variety of books, teaching books, Smartboard presentations, and posters to enhance the topics covered in the curriculum
- Copies of blank maps and World Maps for the students to study and practice labeling on
- Videos from our school library to enhance areas of study
- Use of iPads apps such as, Evernote, Pages, Notes, Google Earth, etc. for various assignments/projects related to topics of study
- Construction paper, colored pencils, markers, post-its, tape, etc. for various assignments related to topics of study
- A variety of Atlases, book and electronic, to enhance areas of geographical study

### **INSTRUCTIONS**

The teacher will:

- Facilitate classroom discussions/debates based on the topic of study
- Use Smartboard programs to introduce and enhance areas of study
- Use iPads apps to enhance areas of study
- Assign assignments/projects based on the topic of study
- Facilitate role-play/reenactments during certain topics of study
- Assign independent reading on material covered in class discussion
- Facilitate debates
- Lecture/handouts
- Read to students from a variety books to enhance their knowledge of the topic of study

*Prepared by Christine Nagle  
January 16, 2015*

## GRADE 8: RELIGION

The eighth grade religion curriculum continues to educate students in Catholic doctrine, morality, prayer, and liturgy. Students are introduced to important people in the history of the Church and study background on its rich traditions, rituals, and organization.

### OBJECTIVES

#### Unit 1: The Marks of the Church from the Beginning

The first Christians filled with the Holy Spirit, spread the gospel message throughout their world. The same Spirit calls us to be witnesses of the message of Christ in our world today.

Students will be able to demonstrate an understanding of the following:

- recall that belonging to a group involves certain goals and responsibilities
- learn a gospel story about Peter and the early Church
- describe how the Church is apostolic and Trinitarian
- define the role of the Magisterium
- understand that, since Jesus' appointment of Peter as leader of the Church, the pope has had the authority and responsibility to lead and guide the universal Church
- offer ways to carry out the apostolic mission of the Church in today's world
- pray the Creed
- recognize that Jesus Christ is present in the sacramental life of the whole Church
- describe reasons that the Eucharist is the central act of worship in the Church
- understand that the Church is the Body of Christ and that its members are on a journey toward holiness
- express appreciation for the gift of Jesus Christ in the Eucharist
- demonstrate knowledge of significant parts of the Mass
- pray a prayer adapted from the Mass
- recognize that disagreements can occur between people with good intentions and explore ways to resolve such conflicts
- define the word catholic and describe an early disagreement in the Church over the catholic nature of the Church
- offer ways we can reflect the catholic nature of our Church and promote the common good
- respond to the challenge of spreading the Gospel message in the modern world
- pray an intercessory prayer for the good of the Church, society, and the world
- reflect upon the differences between people and consider ways to overcome them
- learn the ways that unity and variety are reflected in the Church
- acknowledge God's call for Christian unity
- understand that there are many ways to express our faith and show God's love to others and that even the most ordinary ways are important

#### Unit 2: The Growth of Christendom

Christianity became the dominant religion of the Mediterranean world after enduring persecution and internal strife and the organizing principle of society. Great cathedrals and basilicas showed forth the spirit of faith and optimism.

Students will be able to demonstrate an understanding of the following:

- that the Church has experienced and continues to experience internal conflicts

- describe some of the serious conflicts that divided the early Church and how the Church struggled to overcome them
- identify basic Catholic beliefs: God is Father, Son, and Holy Spirit, and Jesus Christ is both human and divine
- name some ways to stand firm in one's Christian beliefs
- pray the Nicene Creed
- identify changing family traditions and changing liturgical traditions
- learn about the development of the Church's liturgy and the different liturgical customs that existed between early Christians of the East and West
- discover an example of the way the Church's liturgy can adapt to customs and cultures without changing its essential meaning or mystery
- explore how symbols and designs have been used to express the mystery of faith, especially through the construction of cathedrals during the medieval period
- pray a Eucharistic prayer from the third century, noting its likeness to the Eucharistic prayers of today
- give examples of Christian influences on the customs and celebrations of modern society
- discover how the Church established Christianity in the Roman Empire and how Church and state became united
- become aware of the challenges of following the natural law and being obedient to God in modern society, where Church and state are not united
- identify ways to bring Christian principles into modern society
- meditate on a story about Mother Teresa that calls us to remain faithful to Chr
- realize that different types of images can be aids for prayer
- learn about the differences between the churches of the East and West that eventually led to the eleventh-century schism in the Church
- appreciate the Eastern Church's richness of tradition and recognize the diversity of prayer forms within the Church
- pray the words of St. Anselm who sought reunification of Eastern and Western Churches

### **Unit 3: An Age of Faith and Beauty**

The medieval Church expressed its deep faith through glorious cathedrals and elaborate worship. We are called to use contemporary media to proclaim our Catholic faith.

Students will be able to demonstrate an understanding of the following:

- awareness of the principles of monastic life and examples of places that can help a person feel closer to God
- learn about St. Benedict's desire to nourish his relationship with God
- learn about Benedictine Rule and the role of monasteries in the Middle Ages
- discover ways to nourish one's own relationship with God
- describe how study of the word of God and the Church's teachings can nourish one's faith
- practice lectio divina, divine reading, which combines spiritual reading, meditation, spontaneous prayer, and contemplation
- discover the spiritual philosophies shown in the designs of various churches
- learn the ways that Gothic cathedrals and medieval Masses expressed the spiritual philosophy of Christians from that time
- explain why celebrating Mass on Sunday is essential to our Catholic faith
- explore the principles behind the design of Gothic cathedrals
- meditate in the spirit of medieval mysticism
- explore the injustice of religious warfare in the world

- explore religious warfare in the history of the Church
- understand that salvation comes through Jesus Christ and must be more important to us than worldly matters
- suggest ways to become closer to God in the midst of our worldly concerns
- learn about the Psalter of the Middle Ages and praise God by praying a psalm
- become aware of the merits of Catholic devotions
- learn about The Imitation of Christ and the rise of devotional practices, personal piety, and mendicant orders during a troubled time in the Church
- define the role of private devotion in Catholic life
- discover the history of the Rosary

#### **Unit 4: Reason, Rebellion, and Reform**

The Renaissance brought calls for reform in the Church. Martin Luther began the Protestant Reformation when he nailed ninety-five statements of protest to a Church door. The Church responded with the Counter-Reformation.

Students will be able to demonstrate an understanding of the following:

- the best way to address faults or abuses within a group
- learn about the Protestant Reformation and the division it caused in the Church
- understand that Jesus Christ established the Church to bring salvation to everyone and that we must strive for Christian unity
- explore constructive paths to reform based on the example of Saints Teresa of Avila and John of the Cross
- develop knowledge about the Reformation
- pray with the poetry of John of the Cross and write an original prayer
- reflect on experiences of sin and forgiveness
- learn about the history of the sacrament of Reconciliation and about the Counter-Reformation
- realize that Christ forgives our sins and that the priest to whom we confess our sins is a visible sign of Christ
- pray a prayer of mercy from the Rite of Penance
- positive ways to respond to situations of conflict and division
- learn how Church leaders defended the Church against contrary teachings of Protestant Reformers, including predestination
- become aware of the persecution of Catholics in England during the Reformation period
- understand the roles of grace and conscience in salvation
- discover St. Teresa of Avila's advice on prayer
- commonalities among Christian denominations
- learn about the beginnings of Catholicism in America and about religious influences on American life
- explain why we must work for Christian unity
- explore ways to receive and spread the Christian message
- pray for Christian unity

## **Unit 5: Returning to the Roots of Christianity**

Grounded in the Gospel of Jesus Christ, our faith is expressed in new ways in every age to meet the challenges of modern life. We are called to be part of this renewal.

Students will be able to demonstrate an understanding of the following:

- the value and meanings of traditions
- discover how the Church brought its traditions into the modern age
- understand that the Church must meet the challenge of spreading the Gospel message to every culture and age
- give examples of how members of the Church can help the Church in its mission to evangelize
- pray a peace prayer of Pope John XXIII
- express appreciation for the Mass
- learn about the sacramental and liturgical changes that resulted from the Second Vatican Council
- why celebrating the liturgy of the Church and being part of a faith community are important
- give examples of ways people can participate in the liturgical life of the Church
- pray a contemporary version of the Gloria
- ways to create an economically just world
- explore various Catholic social justice teachings
- describe effective responses to social injustices, such as practicing the corporal works of mercy
- suggest ways to respond to specific examples of injustice and inequality

### **TEXT/MATERIALS**

- RCL Benziger: *Blest Are We: The Story of Our Church*, textbook
- ISBN 978-0-7829-1287-6
- RCL Benziger: [Blest Are We: The Story of Our Church](#), classroom activities and resources ISBN 978-0-7829-1473-3
- RCL Benziger: *Blest Are We: The Story of Our Church*, test book
- ISBN 978-0-7829-1471-9
- RCL Benziger: *Blest Are We: The Story of Our Church*, teacher's manual
- ISBN 978-0-7829-1289-0
- [www.blestarewe.com](http://www.blestarewe.com)
- New American Bible and the Catechism of the Catholic Church
- Art materials

### **INSTRUCTION**

Methods are employed to maintain interest in and enthusiasm for learning Catholic doctrine. Instruction is given in various ways including reading, discussion, testing, lecture, individual and group research and presentation projects, art activities, prayer, outreach/volunteerism in various areas of the school community, worship, computer quizzes utilizing the *Blest Are We* website, computer technology implementing the use of a Smart board

*Prepared by Elizabeth E. Gill  
Revised January 16, 2015*

## GRADES 6, 7 AND 8: SPANISH

The purpose of the Spanish program for middle school (grades 6, 7 & 8) is to increase the students' ability to use Spanish via the four language skills of listening, speaking, reading and writing. Students will be encouraged to use primarily Spanish in the classroom. In addition to the four language skills, students will learn about cultural practices and perspectives through authentic materials, reading selections, and grammatical concepts. High frequency words will be emphasized for vocabulary and the language will be used in context to increase comprehension and retention.

Understanding that some students may be new to the program and/or may have acquired the previous years' vocabulary and structures at differing levels, the students will be given review and repetition as they transition into the Middle School program.

Students will have in-class and homework assignments and their abilities to use the language will be assessed: they should expect to demonstrate their understanding of the spoken and written language, and speak and write at their level of Spanish. Students will be challenged to use higher level vocabulary and structures in each subsequent grade.

Students in grades 6 and 7 meet twice a week all year long; Grade 8 students meet three times a week all year long.

### TOPICS/OBJECTIVES

In Grades 6, 7 and 8 students will be able to use Spanish learned in lower levels and:

- Understand and respond appropriately to interrogative words; form questions in Spanish
- Respond appropriately to spoken commands
- Recognize informal positive and negative commands
- Listen to a story and answer questions about it (oral or written)
- Retell a story or describe a series of events in Spanish, including description words
- Participate in spontaneous conversations in Spanish using vocabulary at their level\*
- Develop strategies for reading in Spanish (i.e. use of cognates, dictionaries)
- Read short stories and novice-level novels and answer questions to demonstrate understanding (oral or written)
- Write an original story/essay or respond to a writing prompt using vocabulary and structures at their level\*
- Recite authentic poetry to understand rhyme and syntax in Spanish written by well-respected poets (syntax, pronunciation and culture)
- Use the appropriate verb forms for 5 persons (1<sup>st</sup> person singular & plural, 2<sup>nd</sup> person singular, 3<sup>rd</sup> person singular & plural) in the present tense
- Use generalized rules of conjugating regular *-ar*, *-er*, and *-ir* present tense verbs
- Use the verbs *ser* and *estar* accurately with the vocabulary at their level\*
- Use the verbs *gustar* and *encantar* accurately with the vocabulary at their level\*
- **Students in grade 8** will be introduced to the past tense (preterit and imperfect) of Spanish verbs – including the formation and general usage of common regular and irregular verbs
- Explain and reflect on cultural and linguistic products, practices and perspectives, including those between the various Spanish-speaking countries themselves and in relation to the students' native culture(s)
- Vocabulary/topics that will be *used in context* at this level typically include, but are not limited to: telling time and date, using weather expressions, clothing, food, body parts, locations, family members, home and school, and describing self and others, likes/dislikes and needs

## RESOURCES

- *Sing, Dance, Laugh and Eat Tacos* CD series by Barbara MacArthur
- Gale Mackey's grammar songs CD
- TPRS resources (includes Blaine Ray, Carol Gaab, Mira Canion, Karen Rowan, and other authors); including novels, teacher guides, and on-line forum and teacher materials for *Look I'm talking!*
- SeñorWooly.com materials
- Authentic poetry
- Authentic music
- Various Internet resources (i.e. YouTube song videos, teacher resources)
- Teacher's personal library of authentic rhymes and children's songs
- Flash cards, teacher-generated manipulatives and realia
- Teacher iPad/Apple TV (where available)
- Authentic music from teacher's music library

## INSTRUCTION

- The teacher will:
- Present the new vocabulary and structures and use them in context
- Provide multiple opportunities to practice new vocabulary and structures via listening, speaking, reading and writing
- Recycle/review past vocabulary
- Create scenarios for students to act out a story using the vocabulary
- Ensure that students understand spoken and written Spanish
- Use Smartboard for presentation of materials
- Use iPad and other applications to assist in creation and presentation of materials
- Provide handouts to students
- Teach reading strategies – i.e. looking for cognates, when to look up an unfamiliar word, reading for general meaning
- Provide manipulatives, realia and visuals to enhance comprehension
- Use authentic music and teaching songs that reinforce culture and class topics
- Use the target language to personalize the lesson whenever possible
- Use Spanish predominantly in class

*Prepared by Amy O'Leary, Spanish Teacher  
January 2015*



## **GRADE 8: ART ENRICHMENT PROGRAM**

Students will meet for four classes during the first semester of school. During each class they will work on one project that ties in their knowledge of the arts accumulated throughout their years in the art program. Their project will focus on their knowledge of 3D art forms and the application of relief work to a clay tile that each student will create. They will focus on personal identity when creating a tile that will be displayed and installed on the walls of the school. Their tile creations will be their lasting legacy after matriculation through the program.

*Updated by Jeff Moses  
August 27, 2014*

## **GRADE 8: COMPUTER**

The purpose of the computer curriculum for grade 8 is that students will be able to integrate Google Application. The purpose is also to practice proper typing techniques and to practice grade level skills using available software. Students come to the computer lab once a week for 45 minutes and work with the computer teacher.

### **OBJECTIVES**

Students will be able to:

- Create a spreadsheet using interest formulas
- Draw, save import and export original graphics
- Perform multitasking using two or more programs
- Practice file management
- Share work over the classroom network
- Cut, copy and paste from one document to another document using keyboard shortcuts
- Create web designs (html)
- Discuss computer ethics
- Discuss Internet skills and safety
- Use digital video and still camera as they work on the project. Research a topic and use this information to write a script. Students will use iMovie to complete their project. (iPad)

### **MATERIALS**

- Dell Core i5, there is one for each student. Each student computer has a 17 inch monitor, keyboard, mouse and headphones.
- Smart Board
- Apple iPad Air

### **SOFTWARE**

- Google Applications
- Microsoft Office
- Notepad
- Apple Apps

### **INSTRUCTION**

The teacher will:

- Use direct instruction and demonstration of software to present lesson. This can include Smartboard and/or other available technology
- Facilitate classroom discussion related to material being presented
- Oversee students as they work independently

*Updated by Kerrie Abate*

## **GRADES 6-8: PHYSICAL EDUCATION**

The purpose of the physical education program for grades 6-8 is to reinforce sport specific skills, introduce team based games, and focus on body development. This is accomplished through individual and team based activities.

### **OBJECTIVES**

Students will:

- practice different sports skills (jogging, sprinting, jumping, etc.)
- use skills to play team sports (baseball, soccer, basketball, hockey, lacrosse, football, handball, volleyball, etc.)
- practice coordination skills for sport specific games, i.e. soccer (kicking), baseball (throwing and catching), hockey (stick handling), basketball (dribbling and shooting).
- perform physical fitness testing, shuttle run, push-ups, sit-ups, sprinting and distance running.
- learn team building exercises
- learn cooperative games for team work.

### **MATERIALS**

- outside play area covered with Field Turf
- outdoor basketball court, indoor basketball court, and playground
- multicolored disks and cones
- rubber dots and bases
- multicolored pinnies
- basketballs, soccer balls, floor hockey sticks, playground balls, tennis balls,
- wiffle balls, etc.
- cd player

### **INSTRUCTION**

Students in grades 6-8 come to Phys. Ed. twice a week for 45 minutes and work with the phys.ed.teacher. The first five minutes of the class are spent in warm-up lines with monthly leaders leading the warm-up. Students gather to listen to the instructions and demonstrations. Class is ended with a 2-3 minute cooling down and review.