

CURRICULUM GUIDE

Eighth Grade

EIGHTH GRADE

LANGUAGE ARTS

Students will apply word analysis and vocabulary skills to comprehend selections. (State Goal 1A).

Students will be able to:

- apply word analysis strategies to decode unknown words.
- use prefixes, suffixes, and roots to understand word meanings.
- clarify and comprehend unfamiliar vocabulary through the use of context clues, resource glossaries, and dictionaries.
- acquire and use new words when reading, speaking, and writing.

Activities that address this goal could include: lessons from the ISAT Coach book and Word skills workbook, vocabulary study during novels, short stories, mythology, and poetry, the debate unit, the persuasive speech unit, and the writing of persuasive, expository, and narratives essays.

Students will apply reading strategies to improve understanding and fluency. (State Goal 1B).

Students will be able to:

- preview text by skimming and scanning.
- determine the author's purpose.
- identify and compare a variety of text structures.
- make predictions.
- select reading strategies according to the purpose, structure, and genre of text.
- use self monitoring strategies to check meaning and clarify for understanding.
- connect important ideas and link text to previous experiences and knowledge.
- identify and explain the main idea.
- relate cause and effect.
- distinguish fact from opinion.
- summarize content.
- make inferences, draw conclusions, and use specific examples from the text to support thoughts.
- read aloud with fluency and accuracy..

Activities that address this goal could include: The short story unit, all ISAT extended response practice, novel studies, the mythology unit, the poetry unit, the Romeo and Juliet unit, assigned independent reading books and reports, and the use of the SCOPE magazine of current events.



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Students will comprehend a broad range of fiction and nonfiction reading materials. (State Goal 1C).

Students will be able to:

- generate, ask, and respond to literal and open ended questions.
- differentiate among and identify the characteristics of a variety of genres, including plays, historical fiction, and fictionalized biographies.
- use specific information to form questions, verify predictions, and support thinking.
- interpret supplemental information to enhance understanding of text.

Activities that address this goal could include: The short story unit, the mythology unit, the poetry unit, fiction and nonfiction novel studies such as The Outsiders and The Diary of Anne Frank, plays such as Romeo and Juliet, the SCOPE magazine of current events, assigned independent reading books including biographies and autobiographies, and ISAT prep stories and essays.



Students will understand how literary elements and techniques are used to convey meaning. (State Goal 2A).

Students will be able to:

- identify, compare, and contrast story elements.
- show relationships between and among events, characters, and text.
- identify the use and effect of figurative language and imagery.
- identify and explain specific techniques authors use to achieve an intended effect (for example, a specific dialect to reflect the setting or slang to affect characterization).

Activities that address this goal could include: The short story unit, the poetry unit, the mythology unit, novel studies, and plays such as Romeo and Juliet.

Students will read and interpret a variety of literary works. (State Goal 2B).

Students will be able to:

- connect events and situations in both fiction and nonfiction to personal experience, the world, and other texts.
- explain and relate to the ways in which characters deal with conflict, solve problems, and reach their goals.
- analyze, compare, and contrast themes, conflicts, and perspectives.
- evaluate and critique text.

Activities that address this goal could include: The short story unit, the poetry unit, the mythology unit, fiction and nonfiction novel studies, and plays such as Romeo and Juliet.

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Students will use correct grammar, spelling, punctuation, capitalization, and structure. (State Goal 3A).

Students will be able to:

- use a variety of sentence structures to express thoughts.
- identify and correctly use various types and forms of the eight parts of speech.
- spell correctly.
- punctuate and capitalize sentences correctly.
- use and respond to appropriate editing marks.

Activities that address this goal could include: Grammar, usage, sentence structure, capitalization, and punctuation units from the English textbook, writing assignments including narrative, expository, and persuasive essays, and self, peer and teacher editing.



Students will compose well organized and coherent writing for specific purposes and audiences. (State Goal 3B).

Students will be able to:

- vary sentence types and use vivid specific language to elaborate and expand ideas.
- consider audience and purpose when choosing format, vocabulary, and writing style.
- use the writing process to produce persuasive, narrative, and expository written pieces:
- *pre-write generate and organize ideas around a given format or structure;
- *draft follow correct format, maintain focus, and support ideas with details;
- *revise make improvements to content and focus, sentence structure, word choice, support and elaboration, and transitions;
- *edit correct errors in organization, capitalization, grammar, spelling, punctuation, and sentence structure;
- *publish use technology to produce a final copy.

Activities that address this goal could include: Grammar, usage, sentence structure, capitalization, punctuation, and writing units from the English textbook, writing assignments including narrative, expository, and persuasive essays, self, peer and teacher editing, and word processing.

Students will communicate ideas in writing. (State Goal 3C).

Students will be able to:

- write multi paragraph pieces in a variety of formats to inform, persuade, and tell a story.
- use written language to respond to text.

Activities that address this goal could include: ISAT extended response practice including exercises from the ISAT Coach book, writing assignments including narrative, expository, and persuasive essays, and writing assignments connected to the poetry unit, the mythology unit, novel studies, plays, and the short story unit.

Eighth Grade

Students will listen effectively. (State Goal 4A).

Students will be able to:

- display attentive listening behaviors and listen for specific purposes.
- ask and respond to questions related to oral presentations.
- summarize or paraphrase information presented orally.
- ask for repetition, restatement, or explanation to clarify meaning, when necessary.
- recognize the difference between verbal and nonverbal delivery of a message.

Activities that address this goal could include: Debates, speeches, oral book reports, project presentations, classroom discussions, and daily teacher instruction.



Students will speak effectively. (State Goal 4B).

Students will be able to:

- use spoken words correctly, fluently, and meaningfully for a variety of purposes and audiences.
- demonstrate appropriate volume, articulation, pronunciation, rate, expression, eye contact, and posture when speaking.
- participate appropriately in classroom discussions.
- prepare and deliver an oral presentation.

Activities that address this goal could include: Debates, speeches, oral book reports, project presentations, and classroom discussions.

Students will locate, organize, and use information from various sources. (State Goal 5A)

Student will be able to:

- formulate questions, construct a basic research plan, and collect information relevant to the topic.
- understand the purpose and use of various reference resources.
- use a variety of accurate, current, and reliable resources to gather information.

Activities that address this goal could include: IMC lessons directed by the librarian or teacher, research based units such as the 1960's unit, the persuasive speech unit and the mythology unit.

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Students will analyze and evaluate information. (State Goal 5B).

Students will be able to:

- select and organize information from various sources for a specific purpose.
- cite sources used.
- differentiate between relevant and irrelevant information.
- identify primary and secondary sources.
- recognize discrepancies of factual information among resources.
- determine appropriateness and usefulness of reference materials for a given topic.

Activities that address this goal could include: IMC lessons directed by the librarian or teacher, research based units such as the 1960's unit, the persuasive speech unit and the mythology unit.



Students will apply acquired information, concepts, and ideas. (State Goal 5C).

Students will be able to:

- develop study skills for organizing information.
- synthesize acquired information for use in a variety of written forms (such as reports, stories, and compositions).
- plan and deliver information presentations by matching purpose, message, visuals, and depth of content to audience.

Activities that address this goal could include: IMC lessons directed by the librarian or teacher, speeches, research based units, writing persuasive, expository, and narrative essays, ISAT extended response practice, book reports, and assignments connected to reading units.

SOCIAL STUDIES

"Social Studies" is the integration of the study of History with the disciplinary perspectives of the social sciences - Economics, Geography, Political Science, Sociology and Anthropology. Social Studies prepares students to reason critically, interpret evidence and participate effectively in civic affairs as informed members of a democratic society.



Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations. (STATE GOAL 16).

Students will be able to:

General Historical Analysis Skills:

- Describe how historians use models for organizing historical interpretation using analogies and graphic organizers
- Make inferences about historical events and eras using historical maps and other historical sources
- Analyze and report historical events to determine cause-and-effect relationships using primary and secondary sources
- Compare competing historical interpretations of different historians of an event using secondary sources.
- Identify the differences between historical fact and interpretation through the use of primary and secondary sources.

Interpreting Political Events in History:

- Describe the historical development of monarchies, oligarchies and city-states in ancient civilizations using text and visual media.
- Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE and analyzing their impact on modern historical events using primary and secondary sources.
- Describe ways in which the United States developed as a world political power using text and visual media.
- Identify political ideas from the early modern historical era to the present which have had world-wide impact using primary and secondary sources.
- Understand the development of Economic systems:
- Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present
- Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present using text and visual media.

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- Describe the impact of key individuals/ideas from 1500 - present, including Adam Smith, Karl Marx and John Maynard Keynes using text and visual media.
- Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor
- Describe the growing dominance of American and European capitalism and their institutions 1500 - present using text and visual media.



Understand and Interpret American and World Social history:

- Identify the origins and analyze consequences of events that have shaped world social history using primary and secondary sources.
- Describe unintended social consequences of political events in United States history using text or visual media.
- Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements using primary and secondary sources.

Understand political systems, with an emphasis on the United States. (STATE GOAL 14)

Students will be able to:

Understand the structures and functions of the political systems of Illinois, the United States and other nations and the role of individuals in those systems.

- Compare the political systems of the United States to other nations using text or visual media.
- Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states, the nation and foreign countries using text and visual media.
- Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy using secondary sources.

Understand United States foreign policy as it relates to other nations and international issues:

- Compare the basic principles of the United States and its international interests using text or visual media
- Analyze historical trends of United States foreign policy from the late 19th century through the Cold War era using primary and secondary sources.
- Analyze historical influences from Classical Antiquity to the Enlightenment on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution using primary and secondary sources.
- Determine the historical events and processes such as WWI, The New Deal and the Cold War brought about changes in United States political ideas and traditions using primary and secondary sources.

Understand economic systems, with an emphasis on the United States. (State Goal 15).

Students will be able to:

Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services:

- Explain how market prices signal producers about what, how and how much to produce.
- Analyze the impact of Inflation and Deflation on an individual and the economy as a whole using secondary sources, graphs or data charts.
- Describe the causes and explain the effects of unemployment on the economy, with an emphasis on late 19th century America and the New Deal era, using text and visual media.
- Explain how national economies vary in the extent that government and private markets help allocate goods, services and resources with an emphasis on late 19th century America and the New Deal era, using text and visual media.
- Describe the relationship between consumer purchases and businesses paying for productive resources using text.



Understand that scarcity necessitates choices by producers and consumers:

- Identify and explain the effects of various incentives to produce a good or service using text or visual media.
- Analyze the impact of political actions and natural phenomena on producers and production decisions using secondary sources, graphs or data charts.
- Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole, with an emphasis on the Hawley-Smoot Tariff and the postwar trade liberalization that led to the EU, NAFTA and the WTO, using text or visual media.
- Explain how comparative advantage forms the basis for specialization and trade among nations using text or visual media.

Understand the impact of government policies and decisions on production and consumption in the economy:

- Identify the types of taxes levied by differing levels of governments (e.g., income tax, sales tax, property tax) using secondary sources.
- Explain why government may intervene in a market economy, with an emphasis on the ideas of Adam Smith and John Maynard Keynes, using text and visual media.
- Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively, using text and visual media.

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Understand social systems, with an emphasis on the United States. (State Goal 18).

Students will be able to:

Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions and understand the role of individuals and groups in American or global society.

- Explain how language, literature, the arts, architecture and traditions and other memes contribute to the development and transmission of culture using text and visual media.
- a Analyze how individuals and groups interact with and within institutions (e.g., educational, military) using secondary sources.
- Explain how social institutions contribute to the development and transmission of a cultural world view and paradigms using text and visual media.
- Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights) or world view using text and visual media.

