



Learn, Live and Love Through Jesus

SAINT MONICA SCHOOL

EIGHTH GRADE CURRICULUM



Learn, Live and Love Through Jesus

RELIGION

"... The Human mind can understand truth only by thinking..."

St. Thomas Aquinas

Eighth Grade Religion Students will be able to:

Creedal Church

- Articulate the characteristics of faith and how they experience their relationship with God
- Understand the tenets of our faith as expressed in the Apostles Creed and be able to defend them
- Understand that being witnesses of the faith can cause mental and/or physical suffering
- Define and understand Incarnation, Resurrection and Redemption and its relationship to the liturgical calendar
- Understand God's love for them especially through the gift of Jesus. They will learn this through scripture, prayer and experience
- Recognize the role of angels and their service to God
- Understand and explain the important periods in Church History and how Catholicism has evolved over time (The importance of St. Paul in spreading Christianity)
- Articulate the contributions of Holy men and women who have died for the faith.
- Discuss how faith and science are not mutually exclusive (writings of St. Thomas Aquinas)
- Understand the significance of Mary as the Mother of God and our mother
- Identify the major beliefs and traditions of the other major religions and respect holy people associated with them (Buddhism, Islam and Judaism)

- Discuss Jesus and his ministry through scripture passages such as:

- Jesus in the Temple
- Jesus and the Money Changers
- Parables
- Writings of Paul
- The Temptation
- The Raising of Lazarus

Liturgy/Sacraments

- Identify the traditions and symbols in the sacraments, most importantly Christ's presence and the receiving of grace. Relate the sacraments to scriptural readings
- Identify and experience Catholic ritual and relate these rituals to life experiences
- Understand that the Ten Commandments, Corporal and Spiritual Works of Mercy, and the Beatitudes are the guidelines for a moral and holy life. Understand that social mores can contradict Christian teaching
- Recognize the self as a unique individual created by God in His image beginning at conception and ending at death

Moral Life

- Know that we are One Family in Christ and affirmation and love supports that
- Recognize their responsibility to be servants of Christ and the many opportunities to serve
- Understand the meaning of making appropriate moral choices as a faith filled individual
- Understand their ability to make a difference in affecting positive change
- Experience increased awareness in the area of Social justice



Learn, Live and Love Through Jesus

Moral Life, cont.

- View human sexuality as a gift from God to be treated with respect and dignity
- Identify sexual harassment and abuse
- Understand the negative impact of bullying and work to eradicate it

Christian Prayer

- Realize the importance of participating in and planning Masses, prayer services and other faith based celebrations (ex: May Crowning)
- Pray the Hail Mary, Our Father, Apostles' Creed, Nicene Creed
- Understand and see the value in the different types of pray such as meditative, contemplative and daily Scripture. Recognize that through prayer we become closer to God
- Understand and pray the Rosary and use devotions such as the Stations of the Cross
- Identify Saints and Holy Men and Women as role models for modern life and prayer (Ex. St. Ignatius)

LANGUAGE ARTS

"...all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society."
National Council of Teachers of English

Eighth Grade Language Arts Students will be able to:

Reading and Literature

- Read materials for enjoyment and information gathering
- Read and appreciate literature from the Classical Canon and by classical authors
- Utilize Catholic values to select, discuss and analyze literature
- Read, summarize and analyze literature from these genres:
 - Short Stories – including authors such as Hemingway, Bierce, Angelou, Bradbury
 - Fiction – *The Pearl*, *Of Mice and Men*, *To Kill a Mockingbird*, *A Separate Peace*
 - One-Act Plays – *The Lottery*, *Dust of the Road*
 - Full Length Plays – Shakespeare's *Romeo and Juliet*
 - Various Non Fiction Pieces
 - Poetry – Langston Hughes, Lucille Clifton, Shakespeare, Frost, Whitman



Learn, Live and Love Through Jesus

Writing

- Use written communication to convey appropriate messages
- Use word choice appropriate to the audience, message and situation
- Utilize the writing process to plan, generate, proofread, edit, revise and publish works
- Complete the writing process for essay test questions
- Complete the writing process for a standard, five paragraph essay
- Complete the writing process for the following rhetorical modes:
 - Comparison-Contrast Essay
 - Personal Narrative Essay
 - Multigenre Research Project
 - Descriptive Essay (with a field trip to the Museum of Science and Industry)
 - Short Fiction and Expository Pieces
 - Friendly Letter Format
 - Various Imitative, Sonnet, Asian-Inspired and Free Verse Poems

Media/Technology

- Use computer technology to research, organize, write and publish information

Research and Inquiry

- Use a variety of resources to research, organize, write and publish information
- Culminate the year by applying skills in the Multigenre Research Project

Oral Language

- Use oral communication to convey appropriate messages
- Use word choice appropriate to the audience, message and situation
- Utilize oral communication skills informally in discussions and formally as lectors
- Listen and respond to peers with respect in small and whole group discussions
- Contribute with germane remarks in large group class discussions
- Ask questions relative to the problem solving process in classroom settings

Language

- Apply and refine grammar skills related to sentences, phrases, nouns, verbs and modifiers
- Identify and incorporate appositives and verbals and related phrases in written language
- Increase and apply written, spoken and spelled vocabulary
- Follow multi-step directions in the process of completing a task

Extension Activities

- Apply five step writing process via the Museum of Science and Industry Field Trip
- Review and refine Dickmann's brain-based strategies for note taking and study skills
- Engage in Bloom's Taxonomy by exercising higher order thinking skills



Learn, Live and Love Through Jesus

MATH

"Mathematics provides a vehicle for thinking, a medium for creating, and a language for communicating. Indeed, to be human is to develop mathematics." –Glen Kleiman

Pre-Algebra

The Math Program at St. Monica School consists of five content areas: Number Operations & Relationships, Probability & Statistics, Measurement, Geometry, and Algebraic Relationships. They are taught using the following processes: Reasoning, Making Connections, Problem Solving, Communication Skills, and Representation.

Pre-Algebra students will be able to:

- Identify and understand concept of irrational numbers
- Identify and understand concept of reciprocals and exponents
- Develop and use order relationships of rational numbers
- Convert fractions, decimals, and percents greater than 1 and less than 0
- Apply GCF, LCM, and prime numbers in solving problems
- Apply the concept of percent to discounts, simple interest, and sales tax
- Apply all operations to rational numbers
- Extend and apply estimation skills to rational numbers
- Round appropriately using precision
- Extend and apply mental math skills to rational numbers
- Understand concept of real number system
- Collect, organize, and analyze data and draw conclusions using various methods
- Select, create, and use appropriate graphical representations
- Distinguish between dependent and independent events
- Create and interpret line of best fit and quartile data
- Apply and represent data to solve problems

Pre-Algebra students will be able to, cont:

- Measure and draw angles up to 360 degrees
- Add, subtract, and multiply measurements where grouping may be required
- Compare temperature differences (C and F)
- Name, define, and give examples of complex figures (pyramids, cones, cylinders), and their component parts (base, altitude, and slant height)
- Draw 2-dimensional sketches of 3-dimensional objects
- Construct parallel and perpendicular lines, transversals, triangles (scalene, isosceles, and equilateral), congruent shapes, and similar shapes
- Apply formulas for area, surface area, and volume for 2-and 3-dimensional figures
- Describe relationships of special right triangles (30-60, 45-45, Pythagorean Theorem)
- Analyze pattern relationships
- Identify functions
- Use problem solving to develop numerical/algebraic relationships
- Add and subtract like expressions
- Graph equations and inequalities
- Apply four operations to rational numbers
- Apply ratios/proportions and percents to solve problems
- Convert small and large numbers into scientific notation
- Identify and use arithmetic & geometric patterns, and Fibonacci sequence to solve problems
- Create and evaluate expressions and equations
- Apply concepts of variable expression and equation to solve multi-step problems
- Solve multi-step equations and inequalities (with variables on both sides)
- Interpret equations using graphs and tables



Learn, Live and Love Through Jesus

Pre-Algebra students will be able to, cont:

- Use integer exponents and square roots
- Apply properties to solve equations and inequalities
- Find slope of a line
- Use reasoning and logic to: perceive patterns, identify relationships, formulate questions, pose problems, make conjectures, justify strategies, and test reasonableness of results
- Communicate mathematical ideas and reasoning using the vocabulary of mathematics in a variety of ways: words, numbers, symbols, pictures, charts, tables, diagrams, graphs, and models
- Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work
- Connect mathematical learning to other subjects, personal experiences, current events, and personal interests by seeing relationships between various kinds of problems and actual events, and using mathematics as a way to understand other areas of the curriculum (e.g. measurement in science, map skills in social studies)
- Create and use representations to organize, record, and communicate mathematical ideas by developing a repertoire of mathematical representations that can be used purposefully, flexibly, and appropriately, and using representations to model and interpret physical, social, and mathematical phenomena
- Explain solutions to problems clearly and logically in oral and written work and support solutions with evidence

Algebra students will be able to:

- Solve single and multi-step problems
- Convert between decimal and scientific notation
- Find product of binomials
- Collect like terms, perform simple monomial factoring
- Use order of operations to simplify polynomials with specific values of the variable
- Evaluate numerical expressions with absolute value
- Solve linear equations with simple fractions and literal numbers
- Simplify exponential expressions with negative bases
- Find special products of squares of binomials
- Factor perfect squares, difference of two squares
- Evaluate numerical expressions containing integral exponents
- Find sum, difference, product, quotient of polynomials
- Simplify algebraic expressions with positive, negative, zero exponents
- Simplify (reduce) rational expressions
- Add, subtract, multiply, and divide rational expressions
- Factor a quadratic trinomial in one or two variables completely
- Recognize the relationship between coefficients of perfect square trinomials
- Simplify radical expressions
- Rationalize a rational expression using radicals
- Add, subtract, multiply, and divide radical expressions
- Graph a straight line with its equation
- Find the slope and y-intercept of a line with its equation
- Find the equation of a line with two points
- Find the equation of a line with its slope and one point
- Graph a parabola with its equation
- Solve equations with absolute value



Learn, Live and Love Through Jesus

Algebra students will be able to, cont:

- Graph points, linear equations and inequalities, absolute value, and quadratic equations
- Recognize the graph of $y = [x]$
- Solve absolute value inequalities
- Graph solution in inequalities on a number line
- Solve quadratic equations
- Solve fractional equations disregarding extraneous roots
- Solve a system of two linear equations in two unknowns
- Use reasoning and logic to: perceive patterns, identify relationships, formulate questions, pose problems, make conjectures, justify strategies, and test reasonableness of results
- Communicate mathematical ideas and reasoning using the vocabulary of mathematics in a variety of ways: words, numbers, symbols, pictures, charts, tables, diagrams, graphs, and models
- Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work
- Connect mathematical learning to other subjects, personal experiences, current events, and personal interests by seeing relationships between various kinds of problems and actual events, and using mathematics as a way to understand other areas of the curriculum (e.g. measurement in science, map skills in social studies)
- Create and use representations to organize, record, and communicate mathematical ideas by developing a repertoire of mathematical representations that can be used purposefully, flexibly, and appropriately, and using representations to model and interpret physical, social, and mathematical phenomena
- Explain solutions to problems clearly and logically in oral and written work and support solutions with evidence

Curriculum for Grades 6-8

SCIENCE

"The most beautiful thing we can experience is the mysterious. It is the source of all true art and all science. He to whom this emotion is a stranger, who can no longer pause to wonder and stand rapt in awe, is as good as dead: his eyes are closed."

Albert Einstein

Eighth Grade Science students will be able to:

- Explain how heat, moisture, air pressure and air movement determine weather
- Have a grasp of how the Sun's energy drives the water cycle and that the water cycle is a continuous process of recycling
- Know the composition and structure of the Earth's atmosphere
- Have a grasp of how the tilt of the Earth determines seasons and length of day
- Know the history and development of the present atomic model
- Have an understanding of physical and chemical properties of matter
- Have an introductory level understanding of what electrons do during bonding
- Know the organization of the Periodic Table
- Identify individual minerals through the use of physical and chemical properties
- Identify the characteristics of igneous, metamorphic, and sedimentary rock and know the formation process
- Know that the Earth's crust is divided into plates that move in response to mantle movement
- Know about the creation of a variety of landforms created through constructive and destructive forces

Curriculum for Grades 6-8



Learn, Live and Love Through Jesus

Eighth Grade Science students will be able to, cont:

- Know the components of soil and other factors that influence soil texture, fertility and resistance to erosion
- Know that the Earth is comprised of layers
- Know the interrelationships involved in the process of the rock cycle
- Know that fossils contained in the successive layers of rock can be used to confirm the age, history, and changing life forms on Earth
- Understand how the force of gravity keeps the planets and other bodies in orbit
- Know that stars give off light and produce energy by nuclear fusion
- Realize that light years and astronomical units are used to measure distance in space
- Appreciate how humans use technology to explore space
- Know some things about planetary geology within our solar system and what characteristics of a planet support life
- Know that other galaxies exist in the universe

SOCIAL STUDIES

"Government of the people, by the people, for the people, shall not perish from the Earth."

Abraham Lincoln

Eighth Grade Social Studies Curriculum is American History

- North American Geography
- The American Revolution
- The Constitution of the United States, Government, and Citizenship
- Slavery, Abolition, Civil War, Reconstruction
- Industrial Revolution, Immigration, Westward Expansion
- World Wars and Holocaust

Eighth Grades Social Studies Students will be able to:

Economics: Production, Consumption, Distribution and Exchange

- Distinguish and explain basic economic concepts, and institutions
- Analyze and describe the impact of personal decisions impact the global economy
- Differentiate among the various economic and political systems



Learn, Live and Love Through Jesus

History: Time, People, Events

- Identify and describe significant events in the United States and World History. Using primary and secondary sources
- Summarize major issues associated with the history, culture, and tribal sovereignty of the indigenous people of America
- Research the political values of freedom, democracy, equality and justice as embodied in important documents
- Critically analyze current events in the United States and the World

Geography: Location, Map Skills, Regions, Place, Human Environment Interaction, Movement

- Use and create a variety of maps, charts, and graphs to display and compare information
- Identify United States regions throughout History and identify changing boundaries and major land acquisitions of the United States
- Evaluate the impact of science and technology on the united States and the World

Political Science: Citizenship, Laws, Government, Democracy

- Identify individual responsibilities to local, state, national and global communities
- Identify and explain the different forms of government, including the basic principles of democracy
- Describe the role and effects of international organizations and political alliances throughout the World
- Describe and explain our federal government

Behavioral Science: Individual, Institution, Society

- Compare and contrast the components of various regions' cultures
- Explain the impact of World events globally
- Describe the reflection of cultural contributions, and their values and ideas in art and architecture
- Identify and analyze examples of bias and stereotyping and how they contribute to conflict

TECHNOLOGY

Our eighth grade technology curriculum focuses on a variety of fun and exciting online sites that encourages higher level thinking skills and sharing with others the many learning opportunities on a computer. Through teacher cross curricular collaboration, students create projects using Microsoft Office programs including PowerPoint, Excel, Word, Publisher, Access, Windows Movie Maker, Adobe Photoshop Elements, Print Shop and Microsoft Office Templates. Troubleshooting, understanding networks, and technology terminology are discussed and practiced. Preparation for using technology in high school is a goal. Emphasis is on respect and responsibility. We strive to use technology to maximize the student's God-given talents and encourage them to learn, live and love through Jesus.

Students will be able to:

- Model ethical behavior relating to security, privacy, passwords, personal information on the internet, cyber bullying
- Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations



Learn, Live and Love Through Jesus

Students will be able to, cont:

- Investigate how technology is used in many occupations
- Ability to save/retrieve in several places: flash drives, CD, e-mail, desktop, and network drive
- Troubleshooting computer hardware and software problems
- Understanding of technology terms and importance of infrastructure: networks, server, fiber optics, cables, hubs, wireless hubs, virus protection, buffering, browsers, search engines
- Conduct Internet research and evaluate the information found as to the validity, appropriateness, content, and usefulness
- Understanding the version of software one is using and having the ability to save in a way to be opened in a different version
- Demonstrate keyboarding skills at acceptable speed and accuracy levels
- Use word processing/desktop publishing for assignments/projects. Be able to construct word document using different alignments, footnotes headers and footers, tables, text boxes, page numbers, and biographical information in accordance with the MLA writing style
- Research, create, publish, and present multimedia service projects for K5 using a variety of technological tools: flip camcorders, digital cameras, PowerPoint, Windows Moviemaker
- Explore with Google Earth, Google Maps and Sheppard's Software
- Design web pages and have an understanding of basic web page design terms: edit, format, lookup help, validate, preview and publish

- Create using Mixcraft (multi-track audio and MIDI recording software), Google SketchUp Physics (3D animation physics design program), Storytelling Alice (programming computers through creating short 3D animated movies), Pivot (stick figure animations), Phun and Scratch (physics free downloads)
- Use wiki for class trip communication
- Create/modify and use databases and understand database terms
- Use Microsoft Publisher to create Social Studies newsletters
- Create/modify spreadsheets using formulas and functions, printing with or without grids, print preview, understanding, inserting, and formatting graphs
- Use Excel for tables and graphs for Science Fair and math stock market
- Use flip camcorders for group classroom project, edit on computer and present with projector
- Use Microsoft Office Templates for class projects: newspapers, stationery, and timelines
- Understand: spam, viruses, identity fraud



Learn, Live and Love Through Jesus

ART

The Art classes at St. Monica School, in the 8th grade level, provide the students with continued work with materials and techniques experienced in the primary and intermediate levels of art. The students put increased effort into the creativity and final presentation of their assignments.

Students are in art class to learn and improve their God given talents or to become better artists through practice and giving their best effort.

We are always in the presence of God and His many creations, which I bring to student's attention in all class sessions. Multi Cultural art lessons are an important aspect of learning how we value the art and spiritual gifts from all people.

Historical/Cultural Integration

- Is introduced to master works of art depicting common life experiences
- Views and talks about masterworks of art related to life experience
- Knows art forms from other times, places and cultures
- Becomes acquainted with works by artists

Respects Own Art Work And Art Work Of Others

- Is able to access a quiet place within the school for short periods of imaginative visualization and "listening" to "heart messages"
- Gains proficiency in bringing body to quiet for short periods of reflection, imaginative visualization and pretend play
- Appreciates and respects God's creations
- Uses a variety of techniques to reflect on development of art literacy. (drawings, journaling, games and simulations)

Curriculum for Grades 6-8

- Makes choices related to mounting and displaying art work
- Demonstrates pride in personal creations

Environmental Integration

- Recognizes, respects and cares for art tools, work areas and materials
- Applies visual awareness/ aesthetic perception skills to experiences in nature and the larger world
- Makes progress slowly in coordination of eye, hand and art media
- Applies skills to other life activities
- Choose appropriate supplies
- Respects and cares for the world of nature
- Actively participates in creating an attractive and aesthetic learning environment
- Demonstrates pride in personal creations

Methods and Techniques

- Mixes colors to make new colors
- Experiments with color blending techniques through different edit (watercolor, crayon, tempera, Etc.)
- Uses a variety of lines (thick, thin, wavy, etc.)
- Uses lines to show expression
- Uses lines variations (length, width, and direction)
- Uses lines to show sound and feelings of music
- Demonstrates an ability to see shapes in objects
- Draws animals and other objects using shapes
- Uses geometric shapes to create a design
- Demonstrates the ability to see and manipulate shapes to express ideas
- Experiences different textures in their environment (rough, smooth, hard, soft, etc.)

- Learns to organize shapes and forms in space

Curriculum for Grades 6-8



Learn, Live and Love Through Jesus

Methods and Techniques, cont.

- Recognizes tactile and visual textures
- Uses familiar shapes to create new things
- Creates the illusion of space and depth by using large and small objects
- Uses tactile and visual textures to show contrast in art work
- Prints patterns sequences
- Uses textures to make pictures and collages
- Is able to describe what is about to be drawn
- Is able to show through drawing what is perceived as most important about the subject
- Draws from everyday experiences and family to make art
- Uses visual and tactile textures to show contrast in art works
- Uses materials such as printmaking tools, acrylic paints, matt knives
- Creates art to donate to charities

Aesthetic Perception

- Develops greater awareness of the world around him / her through a wide range of multi-sensory experiences
- Recognizes and responds to common life experiences seen in works of art, nature, events and objects within the total environment
- Continues developmental awareness through wide range of multi-sensory experiences
- Shows preference for specific art supplies to convey specific feelings or ideas
- Shows emerging awareness of the relation of images and ideas
- Shows emerging awareness of items in a drawing as spatially related
- Uses color to reflect the colors of nature
- Uses a base and sky line

- Sometimes uses “X-ray” drawings to show inside as well as outside
- Uses Elements of Art and Principles of Design in Art

Creative Communication

- Makes art on own time
- Names the basic colors and shapes
- Uses a variety of line, color, texture, and shapes
- Knows the concept of patterning
- Uses the elements of art
- Uses line in drawing and paintings
- Uses lines to show movement
- Recognizes and names the primary and secondary colors
- Uses colors to express feelings
- Recognizes that all objects are made up of the basic shapes (square, circle, rectangle, oval, triangle and diamond)
- Recognizes and uses color families – warm, cool, neutral
- Uses warm and cool colors to express feelings in art
- Knows the Color Wheel



Learn, Live and Love Through Jesus

GUIDANCE

The Guidance curriculum for each grade level includes classroom guidance, individual/small group counseling (as needed basis), consultation and collaboration with parents, teachers and outside professionals in the counseling field. Students in grades 3-8 come to Guidance class once every week. Those students in grades 3-5 come for 30 minutes, and those in junior high come for 45 minutes.

- Develop an understanding of our school's Anti-Bully Program by identifying characteristics of bullies and consequences of inappropriate behavior through role playing, group interaction, and possible involvement in a student committee
- Resolve problems that interfere with learning by identifying problems and developing skills and behaviors to resolve/cope with them by identifying steps for effective problem solving, verbalizing an understanding for his/her problems and effects on learning, developing coping skills, developing a better understanding of the uniqueness of certain stressful situations and developing better coping skills for personal management and group interactions
- Develop increased self-understanding by developing an understanding of self, which includes feelings, behaviors, interests, strengths, weaknesses, likes and dislikes
- Develop an understanding of others and learn appropriate modes of interacting and communicating for the establishment of positive relationships by demonstrating positive social skills, demonstrating the ability to deal appropriately with emotions, learning to communicate feelings to others, recognizing the similarities and differences between self and others, and developing appropriate modes of interacting with others

- Acquire problem-solving/decision-making, coping and mastery of skills
- Become increasingly self-directed and responsible for his/her behavior by developing suitable coping skills and behaviors, learning positive conflict resolution techniques and setting realistic goals based on personal strengths and weaknesses
- Develop an understanding of the need for positive attitudes towards school and learning, the community and society by demonstrating positive social skills and developing a positive attitude
- Develop a better understanding of the ramifications of teen sexual activity and identify the social and emotional impact
- Develop a better understanding of peer pressure and healthy relationships and how these may relate to drugs, alcohol and internet safety
- Develop a better understanding of the many consequences and effects that drugs and alcohol can have on our lives while acquiring the skills to say "no" when faced with such situations



Learn, Live and Love Through Jesus

MUSIC

All eighth grade students attend general music class once a week for forty-five minutes. They are exposed to a variety of songs that help to increase their sense of pitch, sense of rhythm, and appreciation of music. They sing many songs to be used at mass, increasing their worship repertoire. They learn the history of Blues music and create their own Blues song. They study a composer in depth and present their information to the class. Eighth grade students continue to increase their knowledge of musical notation and music concepts. They perform in the all school Christmas concert. Eighth grade students have the opportunity to audition for the position of cantor at school masses, sing in the church choir, and audition to perform an individual act at the spring showcase.

Music Outcomes

- Sing a variety of songs in various keys, meters, and genres, representing different cultures, from memory, with correct posture, pitch, rhythms, and dynamics
- Sing songs with a purpose of prayer and praise to God to be used at school masses
- Sing ostinato, rounds, partner songs, songs in two parts, and songs in a foreign language
- Play classroom instruments expressively with appropriate dynamics and phrasing
- Play independent instrumental parts on classroom instruments while other students sing or play contrasting parts
- Improvise four-beat rhythmic patterns
- Create a piece in 12-bar Blues form
- Read musical notation for dynamic markings, tempo markings, time signatures, treble clef and bass clef note names

Curriculum for Grades 6-8

- Identify aspects of music from different historical periods, genres, styles, and cultures
- Describe musical performances using grade-appropriate vocabulary
- Demonstrate knowledge of Blues music: form, lyrics, and history
- Study a composer in depth and present information about their life, career, and musical style to the class
- Demonstrate teamwork in working toward a successful performance

PHYSICAL EDUCATION

The program consists of one formal 45-minute period per week. The basis for 8th grade physical education program is reinforce and review various activity skills, and continue to learn new team sports, cooperative activities, and individualized fitness and exercise programs. The physical education curriculum is to provide a program of instruction for the development of the whole individual through physical activities by emphasizing the relationship among the physical, intellectual, emotional, and social well being of the individual. The curriculum will provide experiences that will develop positive attitudes toward wellness and contribute to lifelong participation in physical activities.

Students at all grade levels are expected to:

- Engage in physical activity and know that it is important
- Participate regularly in activities of their choice outside of physical education class on a regular basis
- Demonstrate safety while participating in physical activity
- Experience enjoyment while participating in physical activity
- Regularly participates in physical activity for the purpose of setting goals to help improve skillful performance and physical fitness levels

Curriculum for Grades 6-8



Learn, Live and Love Through Jesus

- Demonstrate knowledge of cooperation, sharing, and consideration
- Demonstrate self-discipline and responsibility while actively participating in class
- Wear proper clothing and footwear to class with limited reminders
- Play and cooperate with others regardless of personal differences (e.g., gender, ethnicity, ability level)

Physical Education Outcomes

- Adapts basic skills to the dynamic, changing environment of a game
- Understands strategies for net and invasion games
- Examine different techniques involved in setting up offensive and defensive strategies
- Applies feedback principles to improve performance
- Creates a warm-up routine
- Uses proper sports terminology in practice and in game situations
- Adapts to a dynamic environment while performing movement skills
- Identifies health related components and chooses activities to improve areas that are low as measured by fitness tests
- Understands how to set a personal fitness goal
- Understands target heart rate zones
- Identifies personal target heart rate zone
- Monitors personal heart rate to determine whether they achieve their target heart rate
- Identifies how to find heart rate or pulse for 6 seconds
- Identifies five components of health-related fitness, cardiovascular endurance, muscular strength, muscular endurance, body composition, and flexibility

- Meets goal while working cooperatively/competitively in an activity
- Understands and acknowledges that rules are necessary and knows the consequences of inappropriate play
- Actively participates by choice in the physical education classroom
- Respect the physical and performance limitations of others
- Shows appreciation for skillful performance using objective criteria
- Communicates effectively during team play
- Recognizes and expresses feelings associated with success and failure appropriately
- Continues to participate in competition for its own sake regardless of win or loss



Learn, Live and Love Through Jesus

SPANISH

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart." — Nelson Mandela

Eighth grade Spanish students will be able to:

- Write and correctly pronounce previously learned vocabulary, including numbers
- Answer and ask questions, including biographical information
- Converse about themselves
- Express personal preferences and feelings (present, future/conditional tenses)
- Express and problem solve in order to attain basic needs (order a meal, purchase clothing, ask directions)
- Use knowledge of Spanish pronunciation to correctly pronounce new words, or ask for repetition and repeat to ensure understanding
- Understand simple daily conversations on familiar topics
- Converse and interact in informal social settings (phone conversation, etc.)
- Understand written and oral material on familiar topics that may or may not have visual support
- Create and present student created skits or dialogs
- Write using proper letters and punctuation
- Write and present a short narrative about themselves
- Write a short stories and essays
- Recognize and imitate proper patterns of behavior (greetings, formality) in Spanish speaking cultures
- Identify and explain common beliefs, attitudes, holidays, and celebrations in Spanish speaking cultures, including how these are related to the Catholic religion
- Understand the concepts of culture and religion as it relates to their own

- Identify objects and symbols (flags, currency) that are used in Spanish speaking countries
- Identify contributions and historical figures from Spanish speaking countries
- Identify countries regions and geographic features where Spanish is spoken
- Identify cognates, word roots, prefixes, suffixes, and sentence structure to derive meaning
- Use correct word order
- Use proper gender endings on nouns and adjectives
- Conjugate regular present tense verbs and some irregular or stem-changing verbs
- Recognize expressions that cannot be translated word for word, rather by idea
- Recognize cultural characteristics related to the language (formalities, politeness, informal/formal language)
- Compare the sounds in Spanish to those in English