

Palos Community Consolidated School District 118
Palos Park, IL

GRADE EIGHT

READING/LANGUAGE ARTS

The reading/language arts program is designed to balance instruction in reading skills and strategies using a blend of digital and print resources. Using McGraw Hill’s StudySync Program as a main resource, students will learn to think critically while reading and responding to text. Through the use of a wide variety of literature and non-fiction materials of steadily increasing complexity, students will become active, capable, and confident readers, writers, and communicators.

READING

Eighth grade students will read literature from a broad range of genres, cultures and periods.

Strategies and skills incorporated in the eighth grade reading program include:

- Reflect, respond, make inferences and draw conclusions, citing evidence from literature and informational text
- Identify universal themes, central message, moral or lesson in a story, drama, or poem and provide a summary of text
- Acquire and accurately use grade-appropriate academic and content specific vocabulary including figurative meanings
- Analyze differences in the points of view of the characters and the audience or reader
- Create effects such as suspense or humor
- Make connections, analyze, compare, and contrast between and across text or different forms of media
- Determine the meaning of words and phrases as they are used in a text (including technical meaning) and analyze the impact of specific word choices on meaning and tone
- Find and locate information using print and digital resources
- Identify structural features of various types of media (including digital) and use the features to obtain information
- Interpret information from graphic aids
- Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his/her position from that of others

ENGLISH

Writing is taught using exemplary mentor text focusing on the 6-Traits of Writing, including: ideas, organization, word choice, voice, sentence fluency and conventions (grammar, spelling, punctuation, capitalization, etc.). Students will write for many purposes and audiences and will develop writing mechanics through grammar instruction.

WRITING AND GRAMMAR

- Reflect and respond to text citing textual evidence
- Locate, use and explain information from more than one text
- Use correct prewriting strategies to generate and plan ideas
- Use correct grammar, spelling, punctuation, capitalization and sentence structure

WRITING AND GRAMMAR (continued)

- Communicate ideas in writing to accomplish a variety of purposes; including opinion pieces, poetry, informative/explanatory pieces and arguments emphasizing different evidence or facts when appropriate.
- Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another
- Produce final documents that have been revised and edited which may incorporate technology
- Write routinely over short or extended time frames for a range of tasks, purposes and audiences
- Write formal and informal pieces to convey a particular message
- Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
- Use domain specific vocabulary to inform or explain the topic

SPEAKING AND LISTENING

Students will develop a range of broadly useful oral communication and interpersonal skills. Students will learn to work together, express, listen carefully and evaluate ideas, integrate information from oral, visual and media sources to assist with communicating their ideas.

MATHEMATICS

Mathematics skills, strategies and concepts are taught through a variety of resources including textbooks, manipulatives, and digital tools for an interactive experience. Using Houghton Mifflin Harcourt’s Go Math Program as a main resource, the students will focus on three critical areas: formulating and reasoning about expressions and equations, including modeling an association in bivariate data with linear equations, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Eighth grade students will be taught the following:

Real Numbers and Exponents

- Know that there are numbers that are not rational, and approximate them by rational numbers
- Work with radicals and integer exponents

Expressions and Equations

- Analyze and solve linear equations

Congruence and Similarity

- Understand congruence and similarity using physical models, transparencies, or geometry software

Functions

- Understand the connections between proportional relationships, lines, and linear equations
- Define, evaluate, and compare functions

MATHEMATICS (continued)

Linear Relationships

- Understand the connections between proportional relationships, lines, and linear equations
- Analyze and solve linear equations and pairs of simultaneous linear equations
- Investigate patterns of association in bivariate data

Pythagorean Theorem

- Understand and apply the Pythagorean Theorem

Volume

- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres

Patterns and Bivariate Data

- Investigate patterns of associations in bivariate data

SCIENCE

Science is a content area consisting of a variety of topics. Inquiry into topics is pursued using textbooks, non-fiction literature, “hands on” experimentation and the scientific inquiry method. Using STEMscopes and other resources to fully support the Next Generation Science Standards, students will develop an understanding of concepts through the following topics:

Physical Science

- Structure & Properties of Matter
 - Chemical Properties and Interactions
 - Changes in Energy on the Molecular Level
- Motion and Stability: Forces & Interactions
 - Newton’s 3rd Law of Motion
 - Gravitational, Electrical, & Magnetic Forces
- Energy
 - Thermal Energy
 - Energy Transfer
- Waves and Electromagnetic Radiation
 - Properties of Light
 - Properties of Waves & their Applications in Technologies for Information Transfer

SOCIAL STUDIES

The Illinois Social Science Standards are designed to build conceptual understanding through the study of historical events while developing student inquiry, civic awareness, geography, and economic and financial literacy skills. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good. Eighth grade students will develop conceptual understanding through the following topics:

World War I (1914-1919) Concept: Nationalism

Similarities of U.S. Manifest Destiny to the nationalism that increased

tensions in Europe prior to WWI.

Roaring 20's (1919-1929) Concept: Values

The role of government regarding social, health, and labor issues.

Great Depression and New Deal (1929-1941) Concept: Reform

The difficulties of the Great Depression lead to reform.

World War II Era (1935-1945) Concept: Aggression

The enormity of lost lives and lost resources from World War I discouraged quick response of democratic nations against totalitarian aggression.

The U.S. in the Cold War (1945-1990) Concept: Power

As a super-power, the U.S. began exerting influence over governments and decisions of smaller, less-developed nations.

The Civil Rights Era (1945-1975) Concept: Civil Rights

Although African Americans had the right to vote, laws would have to be passed to remove existing barriers.

The Vietnam Era (1954-1976) Concept: Protest

Americans exercised their rights to free speech and assembly to voice their opinions of government policies.

New Directions for a Nation (1977-2000) Concept: Democracy

The role of governments in large, powerful countries in shaping the policies of smaller countries.

Modern Day History, Current Events, and Significant Contributions of Important People, including the representation of different ethnicities, faith practices, etc.

APPLIED STEAM

The Applied STEAM program is designed to provide authentic STEAM (Science, Technology, Engineering, Arts, and Math) experiences to extend concepts learned in these and other subjects. Students will use a variety of technologies, specialized equipment, computer simulations, programs, and other hands-on activities to apply and integrate STEAM activities to help prepare students in solving real world problems.

Students will:

- Explore a variety of computer modules used to enhance the math and science curriculum
- Engage in hands on learning applying STEAM subject matter to real world situations.
- Use the engineering design process to analyze questions and create authentic solutions to real world problems.
- Explore interest and careers that relate to STEAM integration fields.

DIGITAL CITIZENSHIP

Teaching Digital Citizenship is critical to a child's development and improves student achievement. The curriculum utilized in eighth grade will provide teachers an opportunity to engage students to think critically and make responsible choices. The curriculum includes lessons on Internet safety, communication, cyberbullying, importance of a digital footprint, information literacy and copyright.

SOCIAL EMOTIONAL DEVELOPMENT

Developing the whole child is essential in creating a foundation for each student to be able to reach his/her full potential. All eighth grade students will be participating in the Second Step Program as we strive to create an environment where students feel safe and are free to learn. The social emotional curriculum includes grade appropriate activities for the following core elements:

- Identify and manage one's emotions and behavior
- Recognize personal qualities and external supports
- Demonstrate skills related to achieving personal and academic goals

- Use communication and social skills to interact effectively with others
- Demonstrate an ability to prevent, manage, and resolve conflicts
- Consider ethical, safety, and societal factors in making decisions

FINE ARTS

The Fine Arts teachers in District 118 have constructed a comprehensive, integrated, sequential curriculum to develop the whole child. Through "hands on" interaction students will develop criticism skills, an aesthetic appreciation of the Arts, and study the historical perspectives that help shape our society.

ART

In eighth grade students will continue to:

- Explore a variety of sophisticated materials and techniques
- Explore art's development throughout history and in various cultures
- Explore a variety of artistic styles
- Explore how artistic elements influence given pieces of art

BAND

In eighth grade students will continue to:

- Increase proficiency on their individual instrument
- Increase proficiency with symbolic notation
- Perform a varied repertoire; music of various cultures and styles
- Develop a life-long appreciation for music

PHYSICAL EDUCATION/HEALTH

The physical education program is planned around the growth and development of the student. It provides a wide range of activities consistent with the requirements of our state goals. In eighth grade students will:

- Achieve and maintain health-enhancing levels of physical fitness
- Develop team building skills
- Focus on positive attitudes and behaviors
- Learn specific offensive and defensive performance strategies
- Continue the practice of skill development and movement patterns
- Develop an appreciation for recreational and competitive sports
- Explore basic principles of health promotion in the areas of illicit and licit drugs, as well as communicable diseases, and comprehensive health education programs.

SPANISH

Spanish is a skill-based study focused on reading, writing, listening and speaking the target language. The primary goal of the Spanish class is to help the students become more comfortable with the uses and context of the language. Students will use the Prentice-Hall Realidades.

In eighth grade the Spanish students will develop skills in the following areas:

- vocabulary
- grammar
- cultural information
- conversation

PALOS DISTRICT 118

Grade Eight

Dear Parent/Guardian:

August, 2023

To support your involvement in your child's education, we have compiled this comprehensive outline of what your child will be taught at this grade level. You can positively impact your child's academic success by becoming familiar with this curriculum and by monitoring your child's progress throughout the year. Ultimately, our joint goal is to produce self-directed students who also establish personal learning goals and regularly monitor their own progress.

District 118 teachers and administrators have developed grade level skills and expectations based on the Illinois Learning Standards, national standards, and updated research. Our community's standards and grade level expectations are often higher than those suggested by our Illinois State Board of Education. Such expectations are incorporated within and continue to produce excellence in our students as indicated on state testing. We are, of course, always seeking to continually improve.

If you have specific questions regarding curriculum or school programs, please call your child's teacher or principal. Additionally, a wealth of information can be found regarding District 118 academics and programs at www.palos118.org.

We are confident that your child will have a successful school year!

Kind Regards,

Dr. Anthony Scarsella
Superintendent of Schools

Dr. Ron Cozza
Assistant Superintendent
for Curriculum

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