

Grade 8

HOLBROOK
SCHOOL



Our Mission: RSU 63 is a community of learners dedicated to providing a safe, supportive and challenging academic environment. Our students are respectful citizens and responsible stewards of our world. They are well prepared for high school with skills and a work ethic that enables them to succeed.

*** NOTE: This brochure is an overview of the different areas of study in each grade. It in no way represents EVERYTHING students are learning in each area throughout the school year. ***

Grade Level Expectations



Eighth grade at Holbrook Middle School is an exciting year for students. It marks one of the most memorable and important transitions in a student's educational experience. Eighth grade is a year when students move from an elementary model of learning and begin to be challenged with secondary level demands and expectations both academically and socially.

Homework & Support From Home

Core Values

Respect

Compassion

Honesty

Courage

Responsibility

Kindness

The 8th grade team uses homework to practice and reinforce the learning that takes place in the classroom.

Homework is expected to be done on time and students are to give their best effort in completing the assignments.

"Infinite Campus", the district's on-line web access for students' grades, is used extensively by parents and students to stay up to date and informed about student academic progress.

8th grade teachers use a combination of Infinite Campus, email and conferences to work with parents to form a partnership that fosters student success.

Language Arts



“Grade 8 students will be learning reading and writing using ‘Into Literature’. The goal of all reading instruction is to help students become competent readers of a wide variety of texts in diverse forms so that they can achieve independence, find meaning and use literacy for lifelong learning, empowerment, and enjoyment. Grade 8 students are taught to gather relevant and reliable information to enhance their writing. Through rigorous lessons, collaborative efforts, and the use of technology, students will create clear and appropriate writing including narrative, informational, and opinion pieces.”

Students in Grade 8 will:

- Read fiction and non fiction closely to determine what the text says, draw conclusions from their reading and use evidence from the text, when writing or speaking, to support their conclusions. (8.R.5-11)
- Read and understand fiction and nonfiction texts well and on their own scaffolding as they ready themselves for high school and beyond. (8.R.5a,b 8.R.6)
- Demonstrate their reading and comprehension levels by writing, as well as speaking, within classroom discussions. (8SL.2.a-c)
- Learn to gather information from a variety of reliable resources, create organized notes, paraphrase the conclusions drawn by others, appropriately use in-text citations and create a list of resources. (8.L.4.c, 8.W.1.a-d)
- Gather relevant information from a variety of resources and assess the credibility of each source (8.W.1.a-d)
- Develop, organize, revise and edit increasingly complex writing pieces of informational, argumentative and narrative writing styles. (8.W.2.a-c)
- Develop correct and challenging vocabulary to add complexity to writing while also using correct punctuation and spelling.(8.L.3.a-d)

Math

“Grade 8 students will be learning pre-algebra math concepts using ‘iReady’ as the main resource. Some students that have shown independence in pre-algebra, will be taking Algebra 1 using ‘Big Ideas’ as the main resource. Also, some students that have shown independence in Algebra 1 will be taking Geometry using ‘Big Ideas’. All lessons engage and reinforce students’ mathematical thinking with a variety of rich practice opportunities that reflect the rigor of the standards. The practice in both programs solidifies students’ conceptual understanding, allows them to develop fluency and provides opportunities to apply their learning to novel situations.”

Students in Grade 8 will be able to...

- Solve linear equations in one and two variables that include rational numbers, distributive property and combining of like terms. (8.NS.A.1,2)
- Understand that a function is a rule that assigns to each input exactly one output. (8.F.A.1)
- Understand that an ordered pair (input/output) is used to complete a table in order to complete a graph. (8.EE.B.5, 8.F.A.1)
- Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. (8.G.B.6)
- Reorganize perfect squares and perfect cubes and know, if it’s not a perfect square or cube, that the numbers are irrational. (8.G.B.5)
- Simplify, perform addition and perform multiplication operations with radicals (8.EE.A.1,2,3,4)
- Refer to two variable data as bivariate data that can be graphed on an x,y coordinate grid. (8.EE.B.5)

Science



“Students at the grade 8 level will be using SEPUP from the UMO Rise Center. This is an engaging curriculum rooted in real-world issues, has a built in assessment system, and has systemic growth in students' work and writing performance. The research-based curricula is built on rigorous research in content, cognitive development, and educational best-practice. These programs require ongoing evaluation for efficacy in student understanding and are linked to highly regarded institutions that also have a stake in maintaining their reputation of excellence.”

Students in Grade 8 will...

- Chemistry of Materials: Study atomic composition of simple molecules and extended structures. Describe that synthetic materials come from natural resources impacting society. Study thermal energy. (MS-PS1-1,3,4)
- Force & Motion/Fields & Interactions: Study Newton's Third Law by investigating, providing evidence, gathering/using data, presenting arguments and evaluating it. (MS-PS2-1,2,3,4,5)
- Energy: Study kinetic, potential, and thermal energy using the scientific method. (MS-PS3-1,2,3,4,5)
- Waves: Use math representations and models to study waves. (MS-PS4-1,2,3)
- Chemical Reactions: Study properties of substances, atoms and thermal energy through chemical reactions. (MS-PS1-2,5,6)

Social Studies



“Students in grade 8 will focus on nineteenth and early twentieth century United States history and government while emphasizing global interactions past and present. Continuity, change and multiple perspectives are highlighted as part of each unit of study. Throughout the year, students apply critical thinking and research skills when analyzing various eras, people and events including Maine's Underground Railroad, the Gettysburg Address and illegal immigration. As part of the National History Day program, students develop and defend an argument on a historical topic of their choosing after extensive research.

Students in Grade 8 will ...

- Identify the foundations, structure, functions and processes of the United States Government, compared to those of other countries. Students explain the roles of U.S. citizens and apply democratic decision-making processes through a number of civic engagement activities (for example, contacting legislators, campaigning for candidates and holding a mock election, legislature and court trial). -Civics & Government (8-SS-CG)
- Understand the basic processes of economics and the principle of supply and demand. They will identify factors that impact economics at the personal, state/regional, national and global levels. -Economics (8-SS-E)
- Compare United States history, government, economics and current events to those in other countries and regions, particularly the Americas, Europe, the Middle East and parts of Asia and Africa. -Geography (8-SS-G)
- Analyze multiple sources and perspectives to examine turning points, events, consequences and people throughout the eras of slavery and abolition, Civil War, immigration, the World Wars, Roaring Twenties and the Great Depression. -History (8-SS-H-1)
- Evaluate the cultural, economic and political structures of Maine's Native Americans within the context of nineteenth and twentieth century U.S. History and current events. -Maine Native Americans. (8-SS-H-2)

Art



“We live in a world filled with visual images, which affect and are affected by our presence. Understanding the role these images have on our lives (individually, collectively, and interactively) is needed to better comprehend the potential of all aspects of the world. Through the study of criticism, aesthetics, studio production and history, art education provides the various skills and knowledge necessary for critically interpreting and appreciating the role visual images have in life. The goal of the Art Program is to have students explore a wide range of artistic avenues and to develop life-long learners that can recognize and appreciate the importance and significance of designed products in our world. Art can be a communication tool and a form of stress relief and enjoyment.”

Students in grade 8 will ...

- Identify realistic, stylized and non-objective works of art
- Create a painting that demonstrates knowledge of color relationships.
- Analyze the effect the elements of art and the principles of design have in the communication of thoughts, values and ideas.
- Recognize the impact various factors (such as technology, historic events, spiritual, religious or political beliefs and scientific advancements) have in the development of what is designed and created.

Physical Education



“ Our physical education program provides students opportunities to develop their motor, cognitive and social skills through recreational activities, games and sports. Students develop self-confidence through skill acquisition, leadership opportunities, cooperation and good sportsmanship. They learn the importance of an active and healthy lifestyle while becoming life-long learners.”

Students in Grade 8 will ...

- Evaluate and analyze their own health habits, utilizing the information to develop their own fitness and exercise program. (8.PE.4)
- Demonstrate more advanced, combined motor skills during games and activities (ex. Striking a ball with an implement while running). (8.PE.1)
- Describe their own life-long learning by examining their own physical educational growth from fifth through eighth grade.(8.PE.5)
- Model good leadership skills (8.PE.5)



Music

“Students in Grade 8 have the opportunity to participate in Band. ‘Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything’- Plato

Students in Grade 8 will...

- Have a basic understanding of prominent composers and performers of American Popular Music or American Jazz, along with the cultural and historic effects they have had in our lives
- Demonstrate a basic understanding of Garageband in music technology.
- Be able to successfully identify characters, plot lines, song selections along with critically analyzing cultural and h references from a chosen movie musical
- Become knowledgeable and aware of proper audience etiquette

(B.D2.8.b, B.C1.8, B.A1.8.a, B.C2.8)



Spanish

“The goal of the Spanish Program is to allow students to learn to use Spanish to communicate and interact effectively, to learn about Spanish culture, acquire effective language learning strategies and to become lifelong learners as world citizens.”

Students in Grade 8 will ...

- Conjugate regular verbs in the present tense
- Discuss and describe classes and classroom activities in Spanish
- Discuss after school activities
- Conjugate the irregular verb “tener” (to have) and become familiar with several expressions associated with it (ex. To be hungry, to need)

Please note: As we transition to instruction in Spanish, students may take longer to reach these learning goals.

Health



“Students in Grade 8 will receive education in health skills and content. Students will use skills such as: decision-making and goal setting, to enhance their health; how to access valid health information, products and services; understand influences that affect the health of themselves and others; advocate for personal, family and community health.”

Students in Grade 8 will...

- Apply effective verbal, nonverbal, refusal and negotiation communication skills to enhance health while advocating for their own health and the health of others.
- Demonstrate healthy practices and behaviors and show behaviors that avoid/reduce health risks while explaining importance of the responsibility of their own health choices
- Create health goals and develop a plan to reach those goals focusing on nutrition and fitness

(8-HE-1.1-4, 8-HE-2.1&2, 8-HE-3.1&2, 8-HE-4.1&2, 8-HE-5.1&2)



School Counseling Program

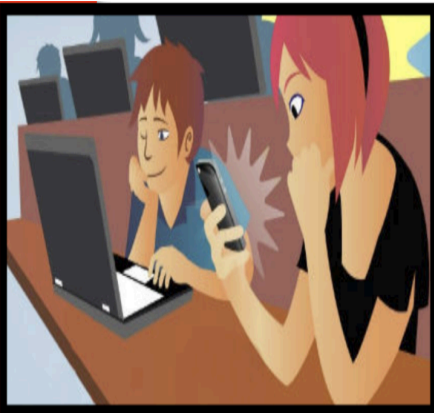
“Students in Grade 8 will receive developmentally appropriate education in stress & coping skills, personal safety, bullying & harassment, conflict resolution, substance abuse and transitioning to the next grade. Classroom guidance enhances student success across their lifespan by providing instruction related to the following three areas:

- 1. Academic Success- Maximizing a student’s ability to learn by exploring skills, examining attitudes and nurturing a positive self-concept.*
- 2. Career Development- Building a successful future by exploring careers, setting goals and relating education to success in the world of work*
- 3. Personal and Social Development- Creating a strong foundation for personal and social growth across the lifespan by exploring friendships, conflict, stress and more.*

Students in Grade 8 will...

- Pursue high school and identify post-secondary options that are consistent with interests, achievement, aptitude and abilities
- Acquire career information and identify goals through exploration of skills and interests, occupational opportunities and learning from professionals
- Explore school and community resources and demonstrate the ability to determine where and when to seek help

Technology



“RSU 63 Technology Vision: RSU 63 uses technology to enhance high quality academic programs, instruction, and learning in a safe and supportive environment so students succeed in school and reach their fullest potential in life. The students’ use of technology will be safe, legal, and ethical. Students will be empowered by giving them choices and the ability to work at their own pace which will be done by meeting learners where they are and providing a rigorous learning path for all. Providing choices will help our students be connected learners who know that learning does not only happen in the classroom. Students will learn to communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. Students will actively explore real world problems, developing ideas and employing strategies for solving problems in ways that leverage technology.”

Students in Grade 8 will...

- Use Digital citizenship by demonstrating the understanding of what personal data is and how to keep it private and secure, reinforcing risks and permanent consequences of digital actions.
- Be Creative Communicators by creating, publishing and presenting projects related to content areas using a variety of tools such as charts and/or graphics representing data.
- Be Empowered Learners by setting, managing, reflecting upon and revising personal learning goals, using age appropriate technology and celebrating progress towards those goals.
- Construct Knowledge by researching and evaluating sources effectively; cite sources using propeller MLA bibliography format