6TH-8TH GRADES

Students' Learning Guide for Parents: Working to Provide Higher Quality Instruction

Office of the Insular Superintendent

Issue No. 2.1

About Our Learning Guide for Parents 6 - 8

This Learning Guide helps you explore learning with your child. It outlines the knowledge and skills your child needs to master for success at each grade level.

How can parents/guardians help their child extend learning at home?

1. Provide time and space for your child to read independently for 20 – 30 minutes free from distractions such as televisions and games.
2. Find books, magazines, or other materials about topics, events, and activities of interest to your child that would motivate him/her to read.
3. Read along with your child. It is helpful when your child sees other people reading at home.
4. Make time for conversation at home. Discuss current events, shared interests, and future aspirations for education and career.
5. Visit historical sites, libraries, and other educational places to help increase your child's exposure to new knowledge and vocabulary.
6. Use technology to help build your child's interest in reading. Visit websites where students can read books or articles online.

Ensuring a high-quality education for all students is of critical importance to all of us. The Curriculum & Instruction Division of The Office of the Insular Superintendent St. Thomas/St. John District is excited about this publication that shares students' expected learning outcomes with them and their parents/guardians. It is our goal to strengthen our partnership between home and school to increase students' achievement.

In this document, we have outlined the standards that are used to determine if your child is demonstrating mastery at the end of each academic year. Your child's teacher will provide you with more guidance as it relates to the pacing of your child's learning throughout the year as well as the resources that will be used to enhance this learning.

Please visit our curriculum guide, which is located at:
https://goopenusvi.vide.vi

You may access the C3 Framework for Social Studies at:
https://drive.google.com/file/d/1esypi7atoM9EibX9yIXAQrh_RbntsJUH/view?usp=sharing

You may access our cultural standards at:
https://drive.google.com/file/d/1vXZvGAV45eX51jJK59VYn5Vb8RykOD39/view?usp=sharing

Students' Learning Guide Greeting

Department of Education
OFFICE OF THE INSULAR SUPERINTENDENT
St. Thomas-St. John District

PUTTING THE PIECES TOGETHER
THROUGH TEAMWORK!

KNOWLEDGE IS POWER!

Dear Parents,

Welcome to our Students' Learning Guide! We know your role in your child's education is incredibly important, and we're so grateful for your partnership.

This guide is truly a powerful tool for several reasons. First, it clearly outlines the learning objectives and skills your child will develop at each grade level. More than that, the Students' Learning Guide fosters transparency in learning, empowering you to engage with education officials regarding the progress and anticipated learning outcomes for your child.

Learning should never be a secret. We want you to know exactly what your children should be learning in each course and how it builds upon their prior knowledge. This information equips you to connect past learning with new experiences, leading to deeper understanding. We fully expect parents, students, teachers, and administrators to engage in rich discussions about our curriculum.

Let's work together to help our children achieve their fullest potential.

Carpe Diem,
Stefan Jürgen, PhD
Insular Superintendent — St. Thomas/St. John District

CURRICULUM & INSTRUCTION

The Office of Curriculum and Instruction (OCI) for the St. Thomas/St. John District of the Virgin Islands Department of Education (VIDE) oversees the VIDE's curricula and teachers' instructional practices. Through data collection, the OCI ensures that classroom instruction leads to student mastery of the VIDE's curricula.

It is important to note that the OCI operates collaboratively with other VIDE offices. This collaboration facilitates data-driven decisions impacting various aspects of school functionality, including professional development needs and the provision of resources such as textbooks, manipulatives, and manual tools to support curricula and academic programs.

Ensuring a high-quality education for all students is paramount. The Curriculum & Instruction Division of The Office of the Insular Superintendent, St. Thomas/St. John District, is pleased to present this publication, which outlines students' expected learning outcomes for both students and their parents/guardians. Our goal is to strengthen the partnership between home and school to enhance student achievement.

FOR ADDITIONAL SUPPORT CONTACT THE
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6THGRADE

6th Grade Learning Guide For Parents

By the end of my child's 6th Grade year, he/she will be able to demonstrate mastery of the skills and knowledge outlined in this document.

ENGLISH/LANGUAGE ARTS

READING

Sixth grade students will be able to do the following when **reading literature**:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Explain how an author develops the point of view of the narrator or speaker in a text.
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- By the end of the year, proficiently read and comprehend literature, including stories, dramas, and poems in the grades 6–8 text complexity band with scaffolding, as needed, at the high end of the range.

Students will be able to do the following when **reading informational text**:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- By the end of the year, proficiently read and comprehend literary nonfiction in the grades 6–8 text complexity band with scaffolding, as needed, at the high end of the range.

WRITING

Sixth grade students will be able to do the following when **writing**:

- With modeled, shared, guided, and independent practice, write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.
- With modeled, shared, guided, and independent practice, write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

- With modeled, shared, guided, and independent practice, write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1—3).
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1—3 up to and including grade 6).
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

WRITING CONTINUED

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 6 Reading standards to a literature response (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
- Apply grade 6 Reading standards to a literary nonfiction response (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

- Review the key ideas expressed demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

LANGUAGE

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., myself, ourselves).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

LANGUAGE CONTINUED

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning, reader/listener interest, and style
- Maintain consistency in style and tone.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., personification) in context.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

MATHEMATICS

GEOMETRY

Solve real-world and mathematical problems involving problems involving area, surface area, and volume

- Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
- Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\,w\,h$ and $V = b\,h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
- Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
- Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

RATIOS AND PROPORTIONAL RELATIONSHIPS

Understand ratio concepts and use ratio reasoning to solve problems.

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

RATIOS AND PROPORTIONAL RELATIONSHIPS CONTINUED

- Understand the concept of a unit rate a/b associated with a ratio a:b with b = 0 (b not equal to zero), and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."(Expectations for unit rates in this grade are limited to non-complex fractions.)
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
- Solve unit rate problems including those involving unit pricing and constant speed. For example, If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?
- Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and the percent.
- Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

THE NUMBER SYSTEM

Apply and extend previous understandings of multiplication and division to divide fractions by fractions

- Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?

Compute fluently with multi-digit numbers and find common factors and multiples

- Fluently divide multi-digit numbers using the standard algorithm.
- Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
- Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1—100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).

Apply and extend previous understandings of numbers to the system of rational numbers

- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
- Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.

THE NUMBER SYSTEM CONTINUED

- Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
- Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
- Understand ordering and absolute value of rational numbers.
- Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.
- Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3°C > -7°C$ to express the fact that $-3°C$ is warmer than $-7°C$.
- Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.
- Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.
- Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
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Expressions and Equations

Apply and extend previous understandings of arithmetic to algebraic expressions:
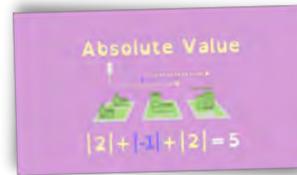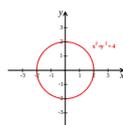
- Write and evaluate numerical expressions involving whole-number exponents.
- Write, read, and evaluate expressions in which letters stand for numbers.
- Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.
- Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.
- Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s3$ and $A = 6 s2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.
- Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6 (4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.
- Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.

Expressions and Equations Cont'd

- Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.
- Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
- Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

Statistics and Probability

- Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.

Expressions	Equations
$5y + 3$	$5y + 3 = 8$
$2xy - 5y + 3$	$2xy - 5y = 3xy$
$5 - 7 + 4 \times 2$	$5 - 7 + 4 \times 2 = 6$

- Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
- Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
- Reporting the number of observations.
- Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
- Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered.
- Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.

7TH GRADE

7th Grade Learning Guide For Parents

By the end of my child's 7th Grade year, he/she will be able to demonstrate mastery of the skills and knowledge outlined in this document.

ENGLISH/LANGUAGE ARTS

READING

Seventh grade students will be able to do the following when reading **literature**:

- Cite several pieces of textual evidence to support the analysis of what the text says explicitly as well as inferentially.
- Determine a theme or central idea of a text and analyze its development throughout the text; provide an evidence-based summary of the text.
- Analyze how particular elements of a literary text interact. (eg. How setting shapes plot and character)
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative, and/or technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Analyze how an author develops and contrasts the points of view or purpose of different characters or narrators in a text.
- Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (Caribbean History)
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, including Virgin Islands and/or Caribbean stories, in the grades 6–8 text

complexity band proficiently, with scaffolding as needed at the high end of the range.

INFORMATIONAL TEXT

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

INFORMATIONAL TEXT CONTINUED

- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence that allow for different interpretations of facts.
- By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WRITING

- Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain an appropriate style for content, purpose, and target audience.
- Provide a concluding statement or section that follows from and supports the argument presented, and explains the topic in a new way.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain an appropriate style for content, purpose, and target audience.
- Provide a concluding statement or section that supports the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and point of view or perspective, and by introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1—3.)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1—3 up to and including grade 7.)
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

WRITING CONTINUED

- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
- Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

- Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- Acknowledge new information expressed by others and, when warranted, modify their own views.
- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

LANGUAGE

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LANGUAGE CONTINUED

- Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
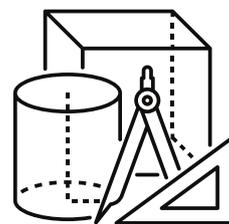
MATHEMATICS

GEOMETRY

Draw, construct, and describe geomet[ric] figures and describe the relationships betwe[en] them.

- Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
- Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
- Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume

- Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
- Use the properties of supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
- Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

RATIOS AND PROPORTIONAL RELATIONSHIPS

Analyze proportional relationships and use them to solve real-world and mathematical problems

- Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction (1/2)/(1/4) miles per hour, equivalently 2 miles per hour.
- Analyze proportional relationships and use them to solve real-world and mathematical problems
- Recognize and represent proportional relationships between quantities.
- Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
- Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
- Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.
- Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.
- Apply proportional relationships in solving multi-step ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

THE NUMBER SYSTEM

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers

- Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
- Describe situations in which opposite quantities (positive and negative quantities) combine to make 0. For example, (a) a hydrogen atom has 0 charge because its two constituents are oppositely charged; (b) when you only have a $100 in your account and will have to withdraw exactly the same amount will leave a $0 in your account (-100+100=0).
- Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
- Understand subtraction of rational numbers as adding the additive inverse, p − q = p + (− q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
- Apply properties of operations as strategies to add and subtract rational numbers.
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
- Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
- Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.

- Apply properties of operations as strategies to multiply and divide rational numbers.
- Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
- Solve real-world and mathematical problems involving the four operations with rational numbers.(Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)

EXPRESSIONS AND EQUATIONS

Use properties of operations to generate equivalent expressions

- Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."

Solve real-life and mathematical problems using numerical and algebraic expressions and equations
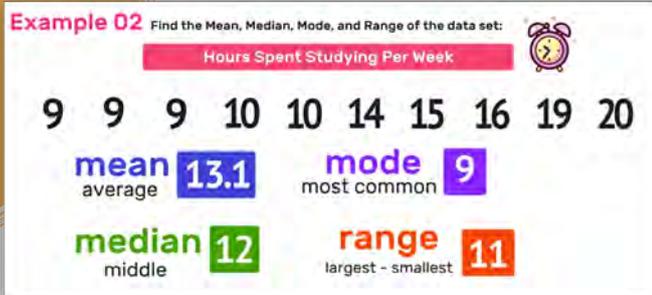
- Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50.
- If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
- Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
- Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example, As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.

STATISTICS AND PROBABILITY

Use random sampling to draw inferences about a population

- Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
- Use random sampling to draw inferences about a population. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

Example 02 Find the Mean, Median, Mode, and Range of the data set:

Hours Spent Studying Per Week

9 9 9 10 10 14 15 16 19 20

mean average **13.1**   **mode** most common **9**

median middle **12**   **range** largest - smallest **11**

Draw informal comparative inferences about two populations

- Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.
- Use measures of central tendency (mean, median, and mode) and measures of variability (range and mean deviation) for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

Investigate chance processes and develop, use, and evaluate probability models

- Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
- Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

- Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
- Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
- Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?
- Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
- Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
- Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.
- Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

8TH GRADE

8th Grade Learning Guide For Parents

By the end of my child's 8th Grade year, he/she will be able to demonstrate mastery of the skills and knowledge outlined in this document.

ENGLISH/LANGUAGE ARTS

READING

Eight grade students will be able to do the following when **reading literature**:

- Cite several pieces of textual evidence to support the analysis; analyze what the texts explicitly states and what can be inferentially drawn from the text.
- Determine a theme or central idea of a text, analyze its development throughout the text; provide an evidence-based summary of the text.
- Analyze how particular elements of a literary text interact.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and/or technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem and section of a story or drama.
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

INFORMATIONAL TEXT

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence introduced.

INFORMATIONAL TEXT CONTINUED

- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

WRITING

- Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1—3 up to and including grade 8.)
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

- Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SPEAKING AND LISTENING

- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

LANGUAGE

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g. verbal irony, puns) in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

MATHEMATICS

GEOMETRY

- Verify experimentally the properties of rotations, reflections, and translations:
- Lines are taken to lines, and line segments to line segments of the same length.
- Angles are taken to angles of the same measure.
- Parallel lines are taken to parallel lines.
- Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
- Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.
- Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
- Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.

Understand and apply the Pythagorean Theorem

- Explain a proof of the Pythagorean Theorem and its converse.
- Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

- Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
- Know the formulas for the volume of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

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

- Verify experimentally the properties of rotations, reflections, and translations:
- Lines are taken to lines, and line segments to line segments of the same length.
- Angles are taken to angles of the same measure.
- Parallel lines are taken to parallel lines.
- Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
- Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.
- Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
- Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.

THE NUMBER SYSTEM

- Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
- Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$ (square root of 2), show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

EXPRESSIONS AND EQUATIONS

- Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{(-5)} = 3^{(-3)} = 1/(3^3) = 1/27$.
- Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
- Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.
- Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

- Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
- Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.
- Solve linear equations in one variable.
- Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
- Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
- Analyze and solve pairs of simultaneous linear equations.
- Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
- Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.
- Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

EXPRESSIONS AND EQUATIONS CONTINUED

Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

- Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- Statistics and Probability
- Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
- Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
- Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

FUNCTIONS

Define, evaluate, and compare functions

- Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Function notation is not required in Grade 8.)
- Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.
- Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A(s) = s2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.
- Use functions to model relationships between quantities
- Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals. from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
- Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

SCIENCE 6 – 8

ENGINEERING, TECHNOLOGY, AND APPLICATION

- Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

EARTH AND SPACE SCIENCE

- Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
- Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
- Analyze and interpret data to determine scale properties of objects in the solar system.
- Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
- Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
- Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

- Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
- Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
- Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
- Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
- Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

LIFE SCIENCE

- Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
- Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
- Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
- Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

- Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
- Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
- Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
- Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
- Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
- Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- Evaluate competing design solutions for maintaining biodiversity and ecosystem services.*
- Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

- Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
- Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
- Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.
- Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
- Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.
- Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

PHYSICAL SCIENCE

- Develop models to describe the atomic composition of simple molecules and extended structures.
- Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
- Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
- Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
- Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
- Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.
- Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
- Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
- Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
- Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

PHYSICS

SCIENCE

- Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.
- Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
- Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
- Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
- Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
- Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
- Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
- Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

SOCIAL STUDIES 6 – 8

6-8 Inquiry: Developing Questions and Planning Inquiries

- Explain how a question represents key ideas in the field.
- Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

6-8 Inquiry - Evaluating Sources and Using Evidence

- Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- Evaluate the credibility of a source by determining its relevance and intended use
- Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- Develop claims and counterclaims while pointing out the strengths and limitations of both.

6-8 Inquiry - Communicating Conclusions and Taking Informed Action

- Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- Critique arguments for credibility.
- Critique the structure of explanations.
- Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes
- Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

Social Justice: Identity

- Students will develop positive social identities based on their membership in multiple groups in society.
- Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- Students will recognize that people's multiple identities interact and create unique and complex individuals.
- Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

Social Justice: Diversity

- Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- Students will respond to diversity by building empathy, respect, understanding and connection Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Social Justice: Justice

- Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
- Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Social Justice: Action

- Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
- Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
- Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

GOAL SETTING WORKSHEET

SO YOU ARE HEADED TO HIGH SCHOOL, WHAT'S YOUR CAREER PATHWAY?

**STUDENTS' INTEREST(S):
COMMUNICATED BY STUDENT OR OBSERVED BY PARENT**

WAYS IN WHICH WE ARE ADDRESSING THESE INTERESTS

WHAT ARE SOME THINGS STILL NEEDED TO FURTHER DEVELOP THESE INTERESTS?

DON'T DELAY PREPARING FOR YOUR FUTURE!

Transforming Today's Learners Into Tomorrow's Leaders!

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