

Welcome to 8th Grade



Vision: To ensure that every student excels academically, builds character, and is a productive member of our community.

ACADEMICS



**Physical Education
& Health**



**English Language
Arts**



**Information
Literacy and
Technology**



**English
Language
Development**

**History/
Social
Studies**



Mathematics



Arts



Science



English Language Arts

Reading, Writing, Speaking, Listening, and Research

- Cite strong textual evidence to support explicit statements and inferences
- Identify central ideas and themes, analyzing their development
- Assess how point of view or purpose shapes a text's content and style
- Evaluate arguments and claims, examining reasoning, relevance, and sufficiency of evidence
- Analyze how multiple texts address similar themes to build knowledge and compare authors' approaches
- Write arguments, explanations, and narratives to convey ideas, experiences, and opinions
- Produce clear, coherent writing suited to task, purpose, and audience
- Write routinely over varied time frames for different tasks, purposes, and audiences
- Engage in diverse discussions, building on ideas and expressing thoughts clearly and persuasively
- Use digital media and visual data strategically to enhance communication and presentations
- Determine the meaning of unknown and multiple-meaning words using context, word roots, reference materials, and verification strategies
- Understand figurative language, word relationships, and nuances in meaning; accurately use academic and domain-specific vocabulary.

Students should master these skills

ELA is about:

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

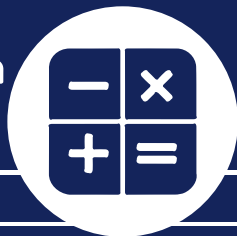


English Language Development

(English Language Learners ONLY)

Overview:

- English learners read, analyze, and create different texts, learning how language works for communication.
- They value their home languages and cultures as resources for learning English.
- They actively participate in discussions, ask questions, and show knowledge through speaking, writing, and multimedia.
- As they progress, learners engage in challenging tasks across subjects like English, math and science.
- They use language to share ideas, organize thoughts, and connect ideas, adjusting their language for different tasks and audiences.
- Requirements are met through 30 minutes of designated ELD time and integrated across all subject matter

**Students should master:**

- Defining, comparing, and evaluating linear functions across multiple representations.
- Using linear functions to model relationships and calculate rates of change.

Students work toward fluency in:

- Solving single-variable linear equations
- Identifying functions and distinguishing between linear and non-linear relationships
- Comparing rational and irrational numbers, including estimating irrationals
- Simplifying expressions with integer exponents
- Applying the Pythagorean Theorem, including the use of radicals in real-world problems
- Solving systems of linear equations graphically and algebraically
- Understanding congruence and similarity through transformations
- Analyzing bivariate data using scatter plots and fitting trend lines

Students are introduced to:

- Calculating volumes of cylinders, cones, and spheres
- Performing operations with scientific notation

In Math, students will:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.



1. **Matter & Interactions:** Learn about molecules, chemical reactions, synthetic materials, and how heat changes a substance's state.
2. **Motion & Stability:** Study forces in collisions, how mass affects motion, electric/magnetic forces, gravity, and force fields.
3. **Energy:** Explore kinesthetic and potential energy, heat transfer, and how energy changes in objects.
4. **Waves & Info Transfer:** Understand wave energy, how waves interact with materials, and why digital signals are better than analog.
5. **Engineering Design:** Solve design problems by comparing, testing, and improving designs.

Science focuses on:

- Phenomena to Performance Task
- Disciplinary Core Ideas
- Cross Cutting Concepts
- Science and Engineering Practices



History-Social Science

These standards cover U.S. history from the rounding of the nation to World War I, focusing on key events and changes.

Founding and Constitution: Students study the formation of the U.S. government, the Declaration of Independence, and the Constitution's principles like individual rights and federalism.

Early Government and Politics: The development of political systems, the role of citizens, political parties, and early law-making are explored.

Regional Differences: Differences between the Northeast, South, and West in terms of economy, society, and expansion are studied.

Slavery and Abolition: The history of slavery, abolition efforts, and the struggle for freedom are key topics, including significant leaders and events.

Civil War: Causes, key events, leaders, and consequences of the Civil War, including Lincoln's role, are discussed.

Reconstruction: The post-Civil War period and the challenges of rebuilding the nation, racial segregation, and the rise of groups like the Ku Klux Klan are covered.

Industrial Revolution: The growth of industry, immigration, labor movements, and the impact of new inventions on society and the economy are analyzed.

8th



Visual and Performing Arts

California Art Standards

1. Creating

- a. Idea Development: Students are encouraged to generate, organize and develop artistic ideas.
- b. Planning and Making: Students are expected to plan, make, and refine works of art.
- c. Evaluating and Revising: Involves evaluating and revising artistic works based on criteria.

2. Performing/Presenting/Producing

- a. Skills and Techniques; Focuses on the skills and techniques required to perform, present, or produce art.
- b. Expression and Presentation: Students demonstrate how to express themselves and present their works to an audience.
- c. Technical Execution: Focuses on technical proficiency in the chosen art form.

3. Responding

- a. Perceiving: involves analyzing works of art and discussing them from various perspectives.
- b. Interpretation: Students are encouraged to interpret and understand artworks in the context of history, culture, and personal experience.
- c. Critical Thinking: Includes analysis, reflection, and evaluation of artistic works and performances.

4. Connecting

- a. Artistic Literacy: Connects art to other disciplines, showing how the arts intersect with various aspects of life and society
- b. Cultural Understanding: Helps students understand the significance of art in different cultural contexts.
- c. Global Connections: Encourages students to see the global nature of the arts and their relevance across cultures and eras.
- d. These core standards aim to guide students through developing skills in creativity, technical proficiency, critical thinking, and cultural awareness in their respective art forms.

- Dance
- Media Arts
- Music
- Theatre
- Visual Arts

8th



Information Literacy & Technology

1. **Information Literacy and Technology:** How to operate computers, use programs, save files, and type efficiently
2. **Digital Communication:** Be able to express ideas clearly using email, social media, and collaborative tools like Google Docs or PowerPoint
3. **Cybersecurity:** Protect personal information, recognize secure websites, and avoid phishing scams
4. **Media Literacy:** Analyze and evaluate information critically, especially online, to determine its authenticity and reliability
5. **Digital Citizenship:** Use technology responsibly, showing respect and kindness in online spaces
6. **Research/Data Analysis:** Develop strong internet search skills and the ability to evaluate and use relevant information
7. **Problem-Solving:** Use digital tools to find solution, troubleshoot issues, and learn from mistakes
8. **Creativity:** Use digital tools for creative self-expression, like art, podcasts, or videos

Students will develop skills in:



Physical Education and Health

Assessments:

- Mile
- Sit Ups
- Push Ups
- Pacer Test
- Sit and Reach
- Shoulder Stretch
- Trunk Lifts

Requirements:

- 100 minutes per week
- Nutrition and Exercise
- Sports, Games, and Dance
- Teamwork, Sportsmanship, and Individual Goal Setting

8th



Wellness Policy

Classroom Celebrations & Snacks

Our schools promote a positive learning environment by providing healthy celebrations that shift the focus from food to the child. Classroom celebrations will strive to have non-food celebrations. When food is included, it must be compliant with all Smart Snack and Competitive Food regulations.

Can parents bring snacks for a child's birthday or classroom celebration?

Yes, as long as the snack:

- Meets state and federal regulations for food served during the school day, such as fresh fruit, 100% fruit juice, and whole grain snacks. Most cupcakes/cakes do not meet these requirements.
- Food items are not homemade. We have many students with sensitive food allergies.
- Non-food items are the safest option to help prevent foodborne illness and allergic reactions.

What else can parents and teachers do to celebrate? MCSD recognizes that student birthdays are special days.

Parents/guardians may send a small gift bag (non-food items) for students to share with their class at a time determined by the classroom teacher (arrange with the teacher first).

Examples: pencils, erasers, stickers, playdough.

What else can classrooms do to celebrate?

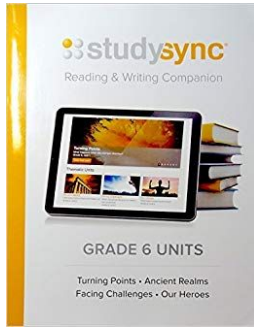
- Games, such as relays
- Hold class outdoors
- "Free choice" time
- Stickers/pencils
- Art supplies/projects
- Read a story
- Movie day

Resources and Important Information

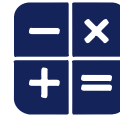


1. **Adopted Materials**
2. **Assessments**
3. **Academic Excursions**
4. **Social-Emotional Learning**
5. **Parent/Home Activities**

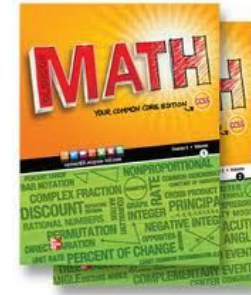
Adopted Materials by Content



English
Language Arts



Mathematics



Online Learning



Science



History-Social Science



State	District	Grade Level
<ul style="list-style-type: none">California Assessment of Student Performance and Progress (CAASPP) <p>One time per year (Spring)</p>	<ul style="list-style-type: none">Diagnostic Performance Assessment (DPA) <p>Two times per year</p>	<ul style="list-style-type: none">Common Formative Assessments (CFA) using FIABs <p>Four times per year</p> <ul style="list-style-type: none">Writing Performance Task (WPT) <p>Three times per year</p>

Academic Excursions



HSS: United States History and Geography: Growth and Conflict

NGSS: Wave Technology, Biodiversity

- **Field of Honor - Merced College**
- **Great America - Physics Application**
- **Fossil Discovery Center in Chowchilla**
- **Local Plays and Performances**
- **Multicultural Arts Center**
- **UC Merced Exhibits**
- **(Sacramento State and UC Davis)**
- **(Local extension sites for universities and colleges)**



Social-Emotional Learning (SEL)



Social-emotional learning reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life.

1. Set and achieve positive goals (PBIS)
2. Feel and show empathy for others (CD)
3. Establish and maintain positive relationships (CD)
4. Make responsible decisions (CD)
5. Understand and manage emotions (CD)

Positive Behavior (PBIS): Teach and practice expected behavior

Conscious Discipline (CD): Maintain an environment respectful to education

Parent/Home Activities

- Talk with your student about appropriate use of social media
- Talk with your student about Digital safety and security online
- Talk with your student about how to manage big emotions in productive ways
- Encourage active lifestyles with exercise, and healthy habits
- Encourage your student to participate in group activities and sports to develop skills interacting with groups or peers
- Encourage your student to read regularly for fun and for learning
- Encourage students to communicate and speak about their days and what is going on in their life with trusted adults
- Regularly check Aeries and review attendance grades and behavior of your student
- Regularly check Parent Square and Google classroom



THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS (Epstein's 6 Types of Involvement)

Type 1 – PARENTING

Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

Type 2 – COMMUNICATING

Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

Type 3 – VOLUNTEERING

Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.

Type 4 – LEARNING AT HOME

Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.

Type 5 – DECISION MAKING

Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.

Type 6 – COLLABORATING WITH COMMUNITY

Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

Thank you for your support!

