



CURRICULUM GUIDES

A Work in Progress

GRADE EIGHT

Rev. 2008

Overview

The curriculum guides for Cathedral School are modeled after a report distributed by the State Board of Education entitled, Learning Results. The Learning Results were developed from a task force comprised of citizens, educators and business representatives who came together to identify what Maine students should know and be able to do by the time they leave school. Input was gained through various public process methods, such as public hearings, surveys, student meeting, etc.

The Learning Results are essential for all Maine Students because the demands of contemporary life and work require us to know and be able to do a great deal. These demands ask us to be:

- *Clear and Effective Communicators*
- *Self-Directed and Life-Long Learners*
- *Creative and Practical Problem Solvers*
- *Responsible and Involved Citizens*
- *Collaborative and Quality Workers*
- *Integrative and Informed Thinkers*

These six specific areas of knowledge and skills are called the **Guiding Principles**.

Learning Results have been developed in each of these subject areas:

- *Career Preparation*
- *English Language Arts*
- *Foreign Languages*
- *Health & Physical Education*
- *Mathematics*
- *Science*
- *Social Studies*
- *Visual & Performing Arts*

At Cathedral School, we have the unique opportunity and responsibility to teach *Religion* as a primary subject and to guide our young people to a life of “Faith in Action”! Therefore, a critical responsibility toward our eighth graders is the service dimension of their last school year at Cathedral School

As you explore our new presentation for curriculum guides for each grade, please keep in mind that this is a *work in progress* and we are still fine-tuning the details. Enjoy, and please feel free to ask our Principal or your child’s teacher any questions related to our curriculum or the Learning Results report.

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1. RELIGION

Text: Blest Are We,
Lectionary, National Council of Catholic Bishops
The Bible
Catechism
Portland Press Herald
Vatican II Documents

- Ministers at local Church/Parish related programs (St. Vincent Soup Kitchen, etc.)
- Recognizes that Jesus Christ is full human while being fully divine.
- Learns how to make moral choices with the Holy Spirits guidance.
- Studies all seven Sacraments, Ten Commandments, Stations of the Cross, Holy Days, Beatitudes, Corporal and Spiritual Works of Mercy, Gifts of the Holy Spirit, and Mysteries of the Rosary.
- Attends Masses and Prayer Services.
- Celebrates all Holy Days.
- Recognizes selected prayers: Sign of the Cross, The Our Father, Act of Contrition, Gloria, Nicene Creed, Hail Mary, Glory Be to the Father and The Apostles' Creed.
- Studies application of the Bible to everyday life.
- Learns to run school store as responsible Christian entrepreneurs.

2. LITERATURE/LANGUAGE ARTS

Text: Literature, Cr. 3, Glencoe/McGraw Hill
World Literature, Glencoe/McGraw Hill
Warriner's Composition and Grammar,

- Reads literature in a variety of genres, which illustrate distinct cultures in a variety of genres, and formulates and defends assumptions based on the literary elements.
- Reads, listens to or views a variety of texts in order to identify, represent, and support or oppose various viewpoints on a debatable issue.
- Evaluates the connections between, and identifies the universality of themes among, various forms of literature.
- Produces a well-developed piece of writing on demand, in response to an assigned prompt that is organized, uses language effectively, has voice and demonstrates control of mechanics in a manner appropriate to the demands and the complexity of the assigned tasks.
- Independently and accurately uses standard oral and written language conventions in formal and informal situations.
- Generates an initial text on a self-selected topic, using prewriting strategies, and then use strategies for revision to improve correctness, clarity of purpose and expression in a finished piece for a specific audience.
- Uses a variety of media and technological resources to investigate multiple topics for creative and expository written and oral presentations.
- Uses research skills to locate, collect, organize, and share materials from a variety of resources to inform, describe, entertain, and/or persuade depending on audience and purpose.
- Adjusts reading, listening, and viewing strategies in order to comprehend a variety of materials for a variety of purposes.
- Identifies bias in oral, written, and visual materials.
- Identifies how and when the power of language creates impressions and generates bias.
- Evaluates the reliability of information from the mass media.
- In reading, discussing or writing about written materials independently, poses questions, predicts, interprets and responds to build comprehension.

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Each semester students are required to read additional books which vary with the personality and reading level of the class.

3. FOREIGN LANGUAGE (Latin)

Text: **Latina Christiana**,
Memoria Pressll

Understands that Latin is the basis of the Romance Languages and dates from c. 600B.C.

- Infers themes, ideas or perspectives about the target culture by examining tangible products of culture, to include popular music and dance, literature, architecture and education.
- Explains how idiomatic expressions impact communications and reflect culture.
- Demonstrates more than one way to express an idea across languages.

Makes linguistic, economic, political, geographical, cultural and historical connections between and among countries and people.

- Understands the process of word borrowing from one language to another.
- Distinguishes between the sound and writing systems of the target language and these same elements in the native language.
- Identifies cultural beliefs and perspectives of people in both the native and target cultures relating to family, school, work and play.

Provides, obtains, interprets, and uses information from a variety of sources, including technologies and worldwide resources.

- Follows simple classroom commands and directions.
- Answers questions on the content of announcements and messages on familiar topics.
- Follows a set of directions to develop a product.
- Reads and evaluates written work in simple sentence form by editing, revising and creating a final draft.
- Identifies the primary messages in short written informational texts on familiar topics.
- Reads and interprets multiple-step written directions and simple printed information (advertisements, posters).
- Understands main ideas and supporting details of short narratives on familiar topics.
- Comprehends short spoken messages in the target language. Recognizes common oral phrase groupings and structures.

4. MATHEMATICS

Text: **Transition Math**, Part 2
Scott Foresman, Addison Wesley

NUMBERS AND NUMBER SENSE:

- Uses numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential) in practical and theoretical problem solving.
- Demonstrates understanding of the relationships among the basic arithmetic operations on different types of numbers.
- Applies concepts of ratios, proportions, percents, and number theory (i.e. Primes, factors, and multiples) in practical and other mathematical situations.
- Represents numerical relationships in graphs, tables, and charts.

COMPUTATION

- Computes and models all four operations with whole numbers, fractions, decimals, integers, and percents, applying the order of operations.
- Creates, solves, and justifies multi-step, real-life problems including those with ratio

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and proportion.

DATA ANALYSIS AND STATISTICS

- Analyzes and reports on data using mean, median, mode, and range to formulate and solve problems.
- Constructs inferences and convincing arguments based on data.

PROBABILITY

- Finds the probability of simple events and makes predictions by applying the theories of probability.
- Uses simulations to estimate probabilities.

PATTERNS, RELATIONS, FUNCTIONS

- Applies the concepts of variables, expressions, and equations defending the solutions to linear and non-linear problems using models, formulas, graphs, tables and other data organizers.
- Detects, manipulates, represents, and extends patterns through the use of concrete models and algebraic functions.

GEOMETRIC CONCEPTS

- Identifies, describes, compares, classifies, discriminates, and draws 2D shapes and 3D figures using similarity, congruence, symmetry and properties of change.
- Applies geometric properties to represent and solve real-life problems involving regular and irregular shapes and figures using a variety of appropriately selected tools to justify and illustrate solutions.
- Uses a coordinate system to define and locate position.

ALGEBRA CONCEPTS

- Uses the concepts of variables and expressions.
- Solves linear equations using concrete, informal, and formal methods which apply the order of operations.
- Analyzes tables and graphs to identify properties and relationships in a practical context.
- Uses graphs to represent two-variable equations.
- Investigates inequalities and non-linear equations.

MATHEMATICAL REASONING

- Demonstrates the structure and use of systems of measurement.
- Develops and uses concepts that can be measured directly or indirectly, such as the concept of rate.

MATHEMATICAL COMMUNICATION

- Uses directed graphs to model practical situations or solve problems.
- Identifies recursive sequences (patterns) in the world, expresses the recursions as rules and gives examples of sequences that approach neighborhoods and those that do not.
- Understands that there are a variety of ways people can form generalizations and knows the implications of each.
- Supports reasoning using models, known facts, properties and relationships.
- Understands the role of mathematics in decision-making including cost-benefit analysis, predictions of future events from current trends or samples, and budgetary projections in the area of Consumer Mathematics.

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5. SCIENCE

Text: **Physical Science,**
Glencoe/McGraw-Hill

Students understand the structure of matter and the changes it can undergo.

- Understand that all matter is made up of particles called atoms that are made up of certain smaller particles.
- Recognize that the Periodic Table groups elements based on their characteristics.
- Describe how a substance can combine with different substances in different ways, depending on the conditions and the properties of each substance.
- Describe how energy put into or taken out of a system can cause changes in the motion of particles in matter.
- Describe how the motion of matter's particles determines its state (solid, liquid, gas, plasma) and vice versa.
- Explain how the relatively small number of naturally occurring elements can result in the large variety of substances found in the world.
- Investigate the similarities and differences between elements, compounds and mixtures.
- Compare different types of mixtures (solutions, suspensions and colloids).
- Describe how the properties of a substance determine how it behaves.
- Understand the law of conservation of matter.

Students understand the concepts of energy.

- Understand the benefits and drawbacks of energy conversions (e.g., in electricity generation).
- Recognize that energy cannot be created or destroyed but only changed from one form to another.
- Describe how energy can travel in waves.
- Compare sound and light energy.
- Describe the characteristics and properties of electricity.
- Understand that energy sources can be renewable or non-renewable and compare how these sources are used by humans.
- Describe how heat can travel by conduction, convection and radiation.

Students understand the motion of objects and how forces change that motion.

- Understand how Newton's Laws describe the motion of objects.
- Use mathematics to describe the motion of objects (speed, distance, time, acceleration).
- Describe how electricity moves.

6. SOCIAL STUDIES

Text: **American History 2,**
Glencoe/McGraw-Hill
U.S. World News Maps

Understands how to exercise the rights and responsibilities of participation in civic life, including analyzing and evaluating public policies.

- Identifies the characteristics of a democratic government.
- Describes how government policies can change.
- Compares reasons for revolutions in different times and places.
- Investigates, evaluates and debates current community issues involving government.
- Develops and practices skills necessary for participatory citizenship, including participation in decision making, persuasion, compromise, debate and problem solving. (Student Council)
- Explains relationships between rights and responsibilities in a democratic society.

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Understands power and how it is distributed and expressed.

- Explains the connections between political power and economic, social, military, gender and religious groups.
- Describes, analyzes and compares responses to the abuse of power.
- Identifies power groups within nations and how government authorities reconcile the needs of these groups.
- Evaluates the benefits and liabilities of centralized power.

Understands the types and purposes of governments, their evolution and their relationships with the governed.

- Compares leadership and civic rights in our democracy to that of an authoritarian type government.
- Describes the government of another nation drawing distinctions between this government and our own.

Understands the applies constitutional principles and the democratic foundations of national, state, and local political, economic and social systems and institutions of the United States.

- Examines and analyzes current events to become active participants in the community.

Understands the past and present political relationships between the United States and other nations.

- Identifies the sequence of major eras and historical turning points in the roles and relationships of the United States with other nations.
- Uses current events to analyze the relationships of the United States and its citizens with other nations.
- Explains reasons for alliances with some nations against others.
- Identifies the sequence of historical turning points in the roles and relationships of the United States with other nations.
- Uses current events to analyze the relationship of the United States and its citizens with other nations.

Uses the chronology of history and major eras to demonstrate the relationship of events and people.

- Predicts outcomes by using knowledge of past and current events.
- Evaluates the validity of cause and effect arguments.

Uses technology and evaluates the credibility and perspectives of multiple sources of information, including documents, artifacts, maps, the arts and literature in interpreting current and historical events.

- Uses information from a variety of sources to identify and support a point of view on a controversial historical topic.
- Identifies ethnic and cultural perspectives missing from an historical account and describes these points of view.

Identifies and predicts historical and current patterns and turning points.

- Defines the characteristics of historical turning points.
- Compares and contrasts technological revolutions (Agricultural, Industrial) and political revolutions (i.e. American, Russian) to identify political, economic, and social causes and effects.
- Evaluates the impact of changes on past and present cultures.

Knows how to construct and interpret maps and uses globes and other geographic tools to locate and derive information about people, places, regions and environments.

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- Visualizes and constructs maps of the world and its subregions to identify patterns of human settlement, major physical features and political divisions.
- Develops maps, globes, graphs, charts, models, and database to analyze geographic patterns on the earth.

Applies the physical and human characteristics of places and regions to analyze their patterns of change.

- Analyzes how technology shapes the physical and human characteristics of places and regions.
- Explains how regions are connected and how people, goods and ideas move among them.

Understands how the physical characteristics and processes of the Earth's surface shape ecosystems and patterns of human behavior.

- Examine the characteristics of major global environmental changes and assesses whether the changes are a result of human action, natural causes, or a combination of both.
- Describes how technology has expanded human abilities to modify physical environments.
- Explains how people have adapted to and/or modified their environments in specific times and places.
- Uses differing points of view to examine a local environmental problem.

Integrates studies of people and environments to understand patterns of populations, interdependence, resources, cooperation, and conflict and how they are shaped by economic, political and cultural systems.

- Identifies and explains factors involved in settling and developing cities in various time and places.
- Explains how migration influences the character of places.
- Uses multiple points of view to analyze and evaluate a contemporary geographic issue.

Understands common characteristics of and unique expressions of cultures including language, beliefs, the arts, societal institutions and technologies.

- Defines culture in terms of one's own experience.
- Compares and contrasts the cultural characteristics of one ancient culture or civilization from Africa, Asia or the Americas with that of modern Maine and the U.S.
- Identifies and describes unique contributions of different cultures to society.

Understands and analyzes the benefits and challenges of cultural interactions and how they lead to cooperation, conflict, and interdependence among individuals, groups, and societies.

- Evaluates one's dominant learning style.
- Recognizes the characteristics and stages of human growth and development.
- Evaluates the influences of nationality, ethnicity, religion and socioeconomic status on personal identity.
- Analyzes how the media characterize cultural and social groups.
- Explains how cultural differences may cause people to react differently to situations.
- Analyzes benefits and problems when cultures have interacted.

Understands that individuals, households, businesses, governments and societies make decisions based on resource availability and the costs and benefits of choices.

- Analyzes how scarcity affects governments' and individuals' decisions about production and consumption of goods and services.
- Identifies and analyzes the factors that contribute to personal spending and saving decisions.