

District 64 Mission

The mission of District 64, a vital partnership of staff, families and community, is to inspire all students to embrace learning, discover their strengths and achieve personal excellence in order to thrive in and contribute to a rapidly changing world by providing a rich, rigorous and innovative curriculum integrating civil behavior and fostering resilience.

District 64 is committed to providing an exemplary program of instruction for students that contributes to the development of the "whole child." Broad learning targets or "Educational Ends" have been developed that reflect the knowledge, skills, behaviors and attitudes toward learning that we want all students to achieve as the result of their education in District 64. These end statements can be found on the District 64 website. Curriculum at each grade level has been designed to promote continuous progress towards high academic standards and the achievement of the "Educational Ends." This pamphlet shares highlights of the specific objectives taught at this grade level.

District 64's Learner Objectives in English Language Arts (ELA) and Mathematics are based on the Common Core State Standards which have replaced the Illinois Learning Standards in these two subject areas. In ELA, students at all grade levels will read more complex text, balancing fiction and nonfiction, and use evidence from text to explicitly support their thinking. Students will build upon their reading, writing, speaking, language and listening skills to communicate across disciplines. The Math curriculum addresses both the Mathematical Practices and Content Standards. The eight Mathematical Practices, which are consistent across the grade levels, are "habits of mind" that support learning, mastery and application of mathematical concepts.

For an explanation of the Mathematical Practices, visit: <http://www.corestandards.org/Math/Practice>. For detailed information about the ELA and Math Standards and a complete list of the standards at each grade level, visit: <http://www.corestandards.org/the-standards>.

If you have any questions, please contact the Department for Student Learning at 847-318-4304.

Dr. Laurie Heinz
Superintendent

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Language Arts

In Grade 8, students will build reading, writing, speaking and listening skills, using a variety of complex texts and other media formats.

Students will be able to:

- Analyze text explicitly citing strong textual evidence and inferential observations
- Determine the development of theme related to characterization, setting or plot and provide an objective summary
- Identify the impacts of dialogue or story events on the actions or decisions of the characters
- Determine the connotative and figurative meanings of words/phrases and analyze the impact of specific word choice, contrasts in structure, and the use of suspense or humor
- Analyze and evaluate a filmed or live production of a story or drama in comparison to the text or script
- Evaluate written arguments and specific claims, including two or more texts with conflicting information on the same topic
- Plan, write, revise and share argumentative, informative and narrative pieces in a clear, organized manner using logical reasoning, relevant evidence, credible sources, domain-specific vocabulary, cohesion, and a supportive or reflective conclusion
- Use conventions of standard English grammar with particular attention to the function of verbs and verbals in a sentence
- Clarify meaning of unknown and multiple-meaning words/phrases with a range of strategies including the use of Greek/Latin roots or affixes, figurative language, word relationships and nuances
- Engage in a range of collegial discussions on various issues, topics and texts with diverse partners, who are prepared to probe, reflect,

evaluate and justify their own point of views

- Present ideas and claims to an audience emphasizing significant facts, valid reasoning, adaptive speaking skills and multimedia components

Math

In addition to demonstrating the eight Mathematical Practices, students will be able to:

- Know and apply the properties of exponents to write equivalent expressions (e.g., $5^{-6} \times 5^2 = 5^{-4} = 1/5^4$)
- Use square root and cube root symbols to represent solutions to equations
- Graph proportional relationships, interpreting the unit rate as the slope of the graph
- Analyze, solve and graph linear equations and systems of linear equations
- Define, evaluate and compare functions, and use functions to model relationships between quantities
- Understand congruence and similarity of geometric figures
- Apply the Pythagorean Theorem to solve real-world and mathematical problems
- Solve problems involving the volume of cylinders, cones and spheres

Accelerated Math (Algebra I)

In addition to demonstrating the eight Mathematical Practices, students will be able to:

- Interpret the structure of expressions and use the structure of an expression to identify ways to rewrite it
- Write expressions in equivalent forms to solve problems
- Create equations that describe numbers or relationships

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations and inequalities
- Solve absolute value equations and inequalities
- Add, subtract and multiply polynomials
- Choose and apply appropriate techniques for factoring to solve equations
- Use polynomial identities to solve problems, prove polynomial identities, and use them to describe numerical relationships
- Solve quadratic equations by graphing, completing the square, and using the quadratic formula
- Calculate with radicals using addition and subtraction

Social Studies

Students will be able to:

- Identify the different functions of the three levels of government (local, state, federal)
- Identify the different functions of the three branches of government at the federal and state levels, stressing checks and balances
- Trace the historical components of the Illinois and U.S. Constitution
- Recognize the impact of minorities and women on U.S. history with emphasis on 20th century social movement
- Analyze and evaluate the U.S. responsibilities as a world power
- Identify the changing trends in American popular culture (i.e. art, music and literature)
- Define the causes and effects of social and global conflict on American history (i.e. Holocaust, wars, discrimination)

Science

Students will be able to:

- Apply the metric system to the concepts of length, volume and mass
- Create graphic representations of scientific data
- Demonstrate the law of conservation of mass in the chemistry laboratory
- Use characteristic properties (density, solubility, boiling point, flammability, etc.) to identify unknown substances
- Separate mixtures of substances using fractional, distillation and other differences in characteristic properties
- Demonstrate safe practices in using a variety of equipment in the chemistry lab
- Construct a scientific conclusion from collected data
- Organize data and communicate scientific findings (both graphically and in written form) within the framework of a lab report

Health

Students will be able to:

- Apply decision making strategies to health concerns
- Describe the basic structure and function of major body systems
- Explain the origin of diseases and their prevention
- Evaluate personal attitudes in relationship to human growth and development
- Explore issues which challenge teens in today's society such as stress, depression, suicide, eating disorders, drugs and conflict resolution/violence prevention

Physical Education

Students will be able to:

- Demonstrate complex movement skills and strategies in a variety of selected individual, team and fitness activities
- Identify the six skill-related physical fitness components: agility, balance, coordination, power, reaction time and speed
- Evaluate the status of their physical fitness through the collection and analysis of fitness data
- Apply the training principles of frequency, intensity, time and type to achieve personal fitness goals
- Demonstrate selected traditional and creative movement patterns
- Monitor the intensity of exercise through a variety of methods with and without the use of technology
- Use identified procedures and safe practices during both group physical activities and in the fitness center

Technology

Students will be able to:

- Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use
- Maintain proper word processing technique while setting personal goals to improve typing skills in both speed and accuracy
- Demonstrate safe, ethical, and responsible behaviors related to information and technology (e.g., ensuring personal privacy, respect of copyright, care of computers, respectful communication with others)

- Describe personal consequences of unsafe, irresponsible or unethical behaviors related to use of information and technology
- Use software and other technology tools to support learning, problem solving and research
- Use technology to design, develop, publish and present products that demonstrate curriculum concepts
- Select and use multiple software environments to solve problems and accomplish a variety of tasks
- Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources used for the collection of information or for solving problems

Civil Behavior

Students will:

- Develop self-awareness of their own emotions, strengths and limitations
- Display self-regulation and the ability to be responsible for their own behavior
- Maintain standards of honesty and integrity
- Understand intrinsic/extrinsic motivation and develop strategies for goal setting
- Demonstrate empathy and the importance of service to others
- Display appropriate social skills including the ability to manage conflict and work cooperatively with others

**Community
Consolidated
School District 64
Park Ridge–Niles
Illinois**

**LEARNER
OBJECTIVES**

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GRADE
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