

## Health Dynamics

### The eighth grade student will:

- Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness
- Demonstrate strategies to include all students into various physical activities regardless of ability level
- Apply advanced movement concepts and beginning game strategies to guide and improve performance
- Describe short and long term consequences of sexual risk behaviors and identify barriers and supports for making health-enhancing decisions
- Explain how peer pressure influences choices and apply strategies for managing negative peer pressure

## Music

### The eighth grade student will:

- Play both melodies and chords on keyboard or guitar to a recreational level
- Increase depth of understanding of basic music theory including melody, rhythm, harmony, form and style through the composition of original songs
- Interpret advanced styles and forms of music through listening and composing
- Use AB, ABA, AABA, Rondo and Standard Pop form in writing compositions
- Hold own part in an ensemble on keyboard or guitar.
- Play and analyze own compositions and the compositions of classmates
- Listen with interest and discrimination
- Connect music to own life and formulate educated opinions about the content and quality of musical performances

## Enrichment

In addition to art, music, and health dynamics, the following unified arts are part of the 8th grade curriculum:

- Technology / Engineering
- Drama
- Industrial Arts
- Leadership
- Math Team
- Mock Trial

## Curriculum Team Vision

All teachers will plan for all instruction using the Massachusetts Curriculum Frameworks, aligned to the Common Core, and craft powerful learning experiences for students.

## Contact Us

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The Lynn Public Schools



*Excellence and Innovation  
in Education*



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# LYNN PUBLIC SCHOOLS

## *Eighth Grade Curriculum Guide*

## English Language Arts

### The eighth grade student will:

#### Reading Literature & Informational texts

- Cite the textual evidence that most strongly supports an analysis of the text
- Determine a theme of a text and analyze its development over the course of the text including its relationship to characters, setting and plot
- Analyze how particular lines of dialogue or incidents in a story or drama propel action
- Determine the meaning of words and phrases as they are used in a text (with a focus on figurative and connotative meanings, word choice, tone, analogies and allusions)
- Compare and contrast the structure of two or more texts and analyze how differing structure contributes to meaning and style
- Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor
- Analyze the extent to which a filmed or live production stays faithful or departs from the text or script
- Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works
- Analyze how a text makes connections among and distinctions among individuals, ideas or events
- Analyze in detail the structure of a specific paragraph in a text, including the role of a particular sentence in developing and refining a key concept
- Determine the 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 to present a topic
- Delineate and evaluate the arguments and claims in a text, assessing whether the reasoning and evidence is relevant and sufficient
- Analyze a case in which two or more texts provide conflicting information on the same topic

#### Writing

- Write arguments to support claims with clear reasons and relevant evidence
- Write informative/explanatory texts to examine a topic
- Write narratives to develop real or imagined experiences or events
- Produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience
- With guidance and support from peers and adults, develop and strengthen writing
- Use technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others

## English Language Arts *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, use search terms effectively, assess the credibility and accuracy of each source, and quote using a standard format for citation
- Draw evidence from literary or informational texts to support analysis, reflection and research
- Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audiences

#### Speaking and Listening

- Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
- Interpret information presented in diverse media and formats
- 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 findings, emphasizing salient points in a focused, coherent manner
- 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 a command of formal English when indicated or appropriate

#### Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard capitalization, punctuation, and spelling when writing (with a focus on using a commas, dashes or ellipses to indicate a pause or break)
- Determine or clarify the meaning of unknown or multiple meaning words based on grade 8 reading and content
- Use knowledge of language and its conventions when writing, speaking, reading or listening (with a focus on verbs in the active and passive voice and the conditional and subjunctive mood to achieve particular effects)
- Determine or clarify the meaning of unknown or multiple meaning words based on grade 8 reading and content)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (with a focus on figures of speech like verbal irony and puns, relationships between words to better understand each word)
- Acquire and use grade appropriate general academic and domain specific words and phrases accurately

## Mathematics

### The eighth grade student will:

#### The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers

#### Expressions and Equations

- Work with radicals and integer exponents
- Understand the connections between proportional relationships, lines, and linear equations
- Analyze and solve linear equations and pairs of simultaneous linear equations

#### Functions

- Define, evaluate, and compare functions
- Use functions to model relationships between quantities

#### Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software
- Understand and apply the Pythagorean Theorem
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres

#### Statistics and Probability

- Investigate patterns of association in bivariate data

## Science

### The eighth grade student will:

- Explain how the motion of an object can be described by its position, direction and speed
- Graph and interpret distance vs. time graphs for constant speed
- Differentiate between potential and kinetic energy
- Identify situation where kinetic energy's transformed into potential energy
- Recognize that heat is a form of energy and that temperature change results from adding or taking away heat from a system
- Explain the effect of heat on particle motion through a description of what happens to particles during a change in phase
- Give examples of how heat moves in predictable ways, moving from warmer objects to cooler ones until they reach equilibrium
- Recognize that gravity is a force that pulls all things on and near earth toward the center of earth
- Describe lunar and solar eclipses, the observed moon phases, and tides. Relate them to the relative positions of the earth, moon and sun
- Compare and contrast properties and conditions of objects in the solar system to those on earth
- Explain how the tilt of the earth and its revolution around the sun result in an uneven heating of the Earth, which in turn causes the seasons
- Recognize that the universe contains billions of galaxies, and that each galaxy contains many billions of stars

## Science *continued*

- Relate the extinction of species to a mismatch of adaptation and the environment
- Give examples of ways in which organisms interact and have different functions within an ecosystem to survive
- Explain the roles and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web
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- Recognize that the producers use the energy from sunlight to make sugars from carbon dioxide and water through a process called photosynthesis. This food can be used immediately, stored for later use, or used by other organisms
- Identify ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the action of humans. Describe how changes may be catastrophic such as volcanic eruption or ice storms.

## Social Studies

The eighth grade student will be able to:

### History and Geography

- Study the development of world civilizations after the fall of the Roman Empire
- Interpret and construct timelines that show how events and eras are related to one another
- Distinguish between long-term and short-term cause and effect relationships
- Show connections, causal and otherwise, between particular historical events and ideas and large social, economic, and political trends and developments
- Distinguish intended from unintended consequences as well as fact from opinion
- Define and use correctly the following terms: Magna Carta, parliament, habeas corpus, monarchy, and absolutism
- Define and use correctly the following terms: mercantilism, feudalism, economic growth, and entrepreneur
- Define and use correctly the following terms: gross domestic product, economic growth, recession, depression, unemployment, inflation, and deflation
- Explain how competition among sellers lowers costs and prices, and encourages producers to produce more
- Describe the role of buyers and sellers in determining the equilibrium price
- Identify the causes of inflation and explain who benefits and who suffers from inflation
- Explain how changes in exchange rates affect balance of trade and the purchasing power of people in various countries throughout the world

## Literacy in Science, Social Studies and Technical Subjects

### Reading Standards for Literacy in History/Social Studies 6-8

- Cite specific textual evidence to support analysis of primary and secondary sources
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
- Identify key steps in a text's description of a process related to history/social studies
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
- Describe how a text presents information
- Identify aspects of a text that reveal an author's point of view or purpose
- Integrate visual information) with other information in print or digital texts
- Distinguish among fact, opinion, and reasoned judgment in a text
- Analyze the relationship between a primary and secondary source on the same topic

### Writing Standards for Literacy in History/Social Studies 6-8

- Write arguments focused on discipline-specific content
  - Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
  - Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources
  - 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 accurately
- Write informative/explanatory texts, including the narration of historical events
  - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g. headings), graphics (e.g. charts, tables) and multimedia when useful in aiding comprehension

## Literacy in Science, Social Studies and Technical Subjects *continued*

- 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 and objective tone
- Provide a concluding statement or section that follows from and supports the information or explanation presented
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- 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
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently
- 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
- 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
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently
- 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 of citation
- Draw evidence from informational texts to support analysis, reflection, and research
- Write routinely over extended time frames (time for 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

## Foreign Language

### The eighth grade Foreign Language student will:

- Describe self, friends and family orally and in writing in the target language
- Demonstrate proper noun/adjective and verb agreement in all written and oral work
- Understand the concept of reflexive verbs and use them to express daily routines
- Communicate orally and in writing about sports and leisure time activities in the target language
- Conjugate stem-changing/root verbs in the present tense
- Communicate orally and in writing about train and air travel to Francophone/Hispanic regions in the target language
- Communicate orally and in writing about food and clothes shopping and eating habits in the target language
- Compare and contrast holiday celebrations, vacations, shopping and travel in the United States and in Francophone/Hispanic countries (in English)