Curriculum Team Vision

All teachers will plan for 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 sixth grade student will:
- Use combinations of skills to develop movement sequences and patterns both individually and with others
- Perform a rhythm routine that combines traveling, rolling, balancing, and weight transfer into smooth flowing sequences
- Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- Identify and follow rules while playing sports including resolving conflict
- Throw a variety of objects demonstrating accuracy and distance

Music

The sixth grade student will:
- Play both melodies and chords on keyboard or guitar to a recreational level
- Read standard notation and play melodies and chords on keyboard or guitar
- 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, AAABA, Rondo and Standard Pop form in writing compositions
- Play and analyze their compositions and the compositions of classmates

Enrichment

In addition to art, music, and health dynamics, the following unified arts are part of the 6th grade curriculum:
- Technology / Engineering
- Drama
- Industrial Arts

Catherine C. Latham, Ed.D
Superintendent

Jaye E. Warry, Ed.D
Deputy Superintendent

Patrick Tutwiler, Ed.D
Deputy Superintendent

The Lynn Public Schools
Excellence and Innovation in Education
The sixth grade student will:

Reading Literature & Informational texts
- Cite textual evidence
- Determine a theme of a text
- Describe how a story’s or drama’s plot unfolds
- Determine the meaning of words and phrases as they are used in a text
- Analyze how a sentence, chapter, scene or stanza fits into the structure of a text
- Explain how an author develops the point of view of the narrator or speaker
- Compare and contrast the experience of reading to listening or viewing the text
- Compare and contrast texts in different forms and genres
- Analyze how an individual, event or idea is introduced, illustrated and elaborated
- Determine the meaning of words and phrases as they are used in a text
- Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text
- Determine the author’s point of view or purpose
- Integrate information presented in various media or formats as well as words
- Trace and evaluate an argument and claim in a text
- Compare and contrast one author’s presentation of events with that of another

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 as well as to interact with others
- Conduct short research projects to answer a question, drawing on several sources
- Gather relevant information from multiple print and digital sources, assess the credibility of each source and quote and paraphrase the data and conclusions
- 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 6 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, distinguishing claims that are supported by reasons and evidence from claims that are not
- Present claims and findings, emphasizing salient points in a focused, coherent manner
- Include multimedia components and visual displays in presentations to clarify information
- 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 (with a focus on pronouns)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (with a focus on punctuation, spelling when writing (with a focus on commas, dashes, and parentheses to set off nonrestrictive and parenthetical elements)
- Use knowledge of language and its conventions when writing, speaking, reading or listening (with a focus on varying sentence patterns for meaning and maintaining consistency in style and tone)
- Determine or clarify the meaning of unknown or multiple meaning words based on grade 6 reading and content
- Acquire and use grade appropriate general academic and domain specific words and phrases accurately

Mathematics
The sixth grade student will:

The Number System
- Understand ratio concepts and use ratio reasoning to solve problems

Expressions and Equations
- Apply and extend previous understandings of arithmetic to algebraic expressions
- Reason about and solve one-variable equations and inequalities
- Represent and analyze quantitative relationships between dependent and independent variables

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

Statistics and Probability
- Develop understanding of statistical variability
- Summarize and describe distributions

Social Studies
Sixth graders study the origins of human beings in Africa and the ancient civilizations that flourished in the Mediterranean area. They study the religions, governments, trade, and culture of these civilizations. They also examine the powerful figures, events, and contributions of ancient societies that profoundly shaped the course of world history.

The sixth grade student will:
- Distinguish between primary and secondary sources and describe how they are used to interpret history
- Identify how people changed from food gatherers to food producers
- Describe how religion, family life, and government influenced the Mesopotamian civilizations
- Analyze the importance of the Nile River and religious beliefs to ancient Egyptians
- Summarize the Hebrews’ monotheistic ideas, their Exodus, and their dispersion
- Describe the democratic concepts, architectural ideas, and beliefs of the Greek city-states that Alexander the Great spread
- Explain how the Roman Republic was formed and the effects of its expansion and wars
- Construct and interpret timelines with the understanding of abbreviations and terminology
- Compare the same region on modern and historical maps
- Identify causes and effects when explaining historical events

English Language Arts

Mathematics continued

Social Studies

English Language Arts continued
The sixth grade student will:

- Identify the effects of the Earth’s rotation and revolution to explain what causes day, night, and seasons
- Describe features and phases of the moon.
- Describe the main characteristics of the inner and outer planets as well as the sun
- Compare and contrast the three different states of water
- Build models of the water cycle while explaining all phases involved in the water cycle
- Identify how a river flows from headwaters to mouth, affects surrounding lands, and how land areas supply water to river systems
- Compare and contrast plant cells and animal cells.
- Apply the principles of classification and organization (elementary taxonomy)
- Measure a variety of objects converting them to various International System units and measurements.
- Interpret data and graph speed, time, and acceleration.
- Measure and calculate speed using time taken to travel a certain distance

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

#### Reading Standards

- 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

- 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
  - 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

### Technical Subjects

- 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 sixth 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)
Health Dynamics

The seventh grade student will:
- Demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills, including throwing and catching different objects with both accuracy and force
- Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension
- Describe the purpose and benefits of sports, games, and dance in modern society
- Explore decision-making skills and describe the value of a personal support system to good mental health
- Design and play small group games that involve cooperating with others

Music

The seventh grade student will:
- Play both melodies and chords on keyboard or guitar to a recreational level
- Read standard notation and play melodies and chords on keyboard or guitar
- Interpret advanced styles and forms of music through listening and composing
- Use AB, ABA, AABA, Rondo and Standard Pop form in writing compositions
- Play and analyze own compositions and the compositions of classmates

Enrichments

In addition to art, music, and health dynamics, the following unified arts are part of the 7th grade curriculum:
- Technology / Engineering
- Drama
- Industrial Arts
- Leadership
- Math Team
- Mock Trial

Curriculum Team Vision

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

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LYNN PUBLIC SCHOOLS

Seventh Grade Curriculum Guide

Excellence and Innovation in Education
**English Language Arts**

The seventh grade student will:

**Reading Literature & Informational texts**
- Cite several pieces of textual evidence
- Determine a theme of a text and analyze its development over the course of the text
- Analyze how particular elements of a story or drama interact
- Determine the meaning of words and phrases as they are used in a text (with a focus on figurative and connotative meanings and rhymes and other repetition sounds)
- Analyze how drama’s or poem’s form or structure contribute to its meaning
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text
- Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects or techniques unique to each medium
- Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period
- Analyze the interactions between individuals, events and ideas in a text
- Determine the meaning of words and phrases as they are used in a text
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and the development of ideas
- Determine the 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
- Trace and evaluate the arguments and specific claims in a text
- Analyze how two or more authors writing about the same topic shape their presentation

**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
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation

**Speaking and Listening**
- Engage effectively in a range of collaborative discussions with diverse partners on grade 7 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 (with a focus on phrases and clauses and simple, compound, complex, and compound-complex sentences)
- Demonstrate command of the conventions of standard capitalization, punctuation, and spelling when writing (with a focus on using a comma to separate coordinating adjectives)
- Determine or clarify the meaning of unknown or multiple meaning words based on grade 7 reading and content
- Use knowledge of language and its conventions when writing, speaking, reading or listening (with a focus on word choice)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (with a focus on figures of speech like allusions, relationships of words like synonyms and antonyms, and connotations versus denotations)
- Acquire and use grade appropriate general academic and domain specific words and phrases accurately

**Mathematics**

The seventh grade student will:

**Ratios and Proportional Relationships**
- Analyze proportional relationships and use them to solve real-world and mathematical problems

**The Number System**
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers

**Expressions and Equations**
- Use properties of operations to generate equivalent expressions
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations

**Geometry**
- Draw, construct and describe geometrical figures and describe the relationships between them
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume

**Statistics and Probability**
- Use random sampling to draw inferences about a population
- Draw informal comparative inferences about two populations
- Investigate chance processes and develop, use, and evaluate probability models

**Science**

The seventh grade student will:
- Recognize that the measurement of volume and mass requires understanding of the sensitivity of measurement tools, knowledge and appropriate use of significant digits
- Differentiate between an atom and a molecule
- Explain and give examples of how mass is conserved in a closed system
- Explain and give examples of how physical evidence such as fossils and surface features of glaciation supports theories that the earth has evolved over geologic time
- Describe the layers of solid earth
- Describe and give examples of ways in which the earth’s surface is built up and torn down by natural processes
- Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through the earth’s system
- Recognize that all organisms are composed of cells, and that most organisms are single celled. In these single celled organisms one cell must carry out all of the basic functions of life
- Compare and contrast plant and animal cells
- Traits and heredity
- Recognize that heredity information is contained in genes located in the chromosomes of each cell
- Classify organisms into all kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.
The seventh grade student will be able to:

**History and Geography**
- Locate on a map major countries and cities
- Identify physical features such as:
  - Oceans, Seas, Rivers, and Lakes
  - Mountain Ranges and Valleys
  - Basins, Plateaus and Deserts
- Explain the difference between absolute and relative location and be able to provide examples of each
- Understand time zones and the functions of the International Date Line and the Royal Observatory in Greenwich, England
- Interpret thematic maps such as physical, political, climate, economic resources, and population density
- Describe how the five themes of geography have impacted, and continue to impact the development of different cultures around the globe
- Distinguish and understand the difference between ethnic group, religious group, and linguistic group

**Economics**
- Define supply and demand and describe how changes in them affect prices
- Describe how different economic systems (market, command, traditional and mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce

**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 (including charts, tables) and multimedia when useful in 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 and objective tone
- 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
  - 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 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

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

**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
  - 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
- Draw evidence from informational texts to support analysis, reflection, and research

**Literacy in Science, Social Studies and Technical Subjects continued**
- 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
- 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 seventh grade Foreign Language student will:
- Recognize, produce and comprehend all sounds of the target language
- Understand the concept of the informal and formal pronouns for “you” and use them correctly
- Understand the concept of gender and noun and adjective agreement and use them correctly
- Understand the concept of conjugating verbs and be able to conjugate the three regular groups of verbs in the present tense
- Conjugate the common irregular verbs in present tense
- Form questions and make statements negative
- Communicate orally and in writing about their family, friends, school, courses and home in target language
- Describe orally and in writing what is eaten at the three meals in the target language
- Compare and contrast families, food, schools and courses in the United States and in target language cultures (in English)
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

The Lynn Public Schools

Excellence and Innovation in Education

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Eighth Grade Curriculum Guide

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

**Geometry**
- Define, evaluate, and compare functions
- Use functions to model relationships between quantities
- 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**
- 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 is 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 millions of stars
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. Our users and audiences
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)