

Religion

GRADE 8

I. GOAL: To have the student understand the meaning of the Church, its mission in the world, and their responsibility to participate in that mission.

II. INSTRUCTIONAL OBJECTIVES:

REL.8.1 Profession of Faith - The Creed

- a. Show how God prepared for the institution of the Church by calling together the community of Israel in the Old Testament, by the life and teachings of Jesus and the gift of the Holy Spirit at Pentecost. (CCC 751-780; 709-716)
- b. Understand the Church as the institution founded by Christ to continue His saving work to the entire world, to teach, govern and sanctify the world. (CCC 748-80; 814; 816; 830-31; 838)
- c. Appreciate the characteristics of the early Church as described in the Acts of the Apostles and the Apostolic Letters (i.e., unity in faith and teaching, fraternal charity, devotion to prayer, and the celebration of the Eucharist), and see these as a model for the Church in every age. (CCC 782ff.)
- d. Review the doctrine of the Trinity and how the whole Trinity is involved in the work of creation, redemption and sanctification. (CCC 232-267)
 - God the Father is the First Person of the Trinity. He is usually associated with the work of creation.
 - Understand that Christ, the Second Person of the Trinity, is perfect God and perfect man, and as such, He is the fullest expression of what it means to be truly human. We are made in the image of God. (CCC 422-423; 444; 464-69; 1698, 1701)
 - Recognize the Holy Spirit, the Third Person of Trinity, as the gift of strength and inspiration in the life of Christ, the Church and the individual Christian. The Holy Spirit is the Protector, the Advocate, and the source of unity of the Church as illustrated through the Apostolic Succession, Papal Primacy and the Magisterium. (CCC 85-87; 737-41; 857-62; 880-82; 888-92)
- e. Understand the hierarchical nature of the Church and the relationship between the Church Universal and the Diocese and the parish. (CCC 871-887)
- f. Understand what is meant by the Communion of Saints: throughout the history of the Church, there have been saints, holy men and women, who love God and are with Him in Heaven. They serve as examples of faith, models of virtue, and intercessors on our behalf. (CCC 946-62)
- g. Explain the dogmas concerning Mary and what is meant by sainthood. (CCC 487-511; 963-75; 828; 946-59)
- h. Explain the Four Last Things: Death, Judgment (Particular and General), Heaven and Hell.

(CCC 1020-1041)

REL.8.2 The Celebration of Christian Mystery - Liturgy and Sacraments

- a. Understand that all men and women have a vocation to holiness, which can be lived out in specific ways: Marriage, the single life, the priesthood and religious life. *(CCC 826; 1533-36; 1548-49; 1551-52; 1554; 1593; 1638-39; 1658, 1721; 1728; 2013-14; 2028-29)*
- b. Grow in understanding and appreciation of the Mass, especially the Real Presence of Jesus in the Eucharist, the celebration of the sacraments, and other liturgical expressions. Review the Mass as:
 - the highest prayer
 - the re-presentation of Christ's sacrifice on Calvary
 - the Real Presence of Jesus in the Eucharist
 - a communal meal. *(CC 1323; 1348-49; 1357-58; 1374-76; 1382; 1391-92; 1396; 1113; 1167-1679)*
- c. Understand the structure of the liturgical year and how it revolves around the Paschal Mystery (the Passion, Death and Resurrection of Christ). *(CCC 1163-73; 1104)*
- d. Review each of the seven sacraments and what a sacrament is in general: A visible sign instituted by Christ to give grace. *(CCC 1114-34; 1213-1666)*
- e. Understand that genuine prayer involves a consciousness of God's presence in one's life. Review all the prayers the student should have learned up to this point. *(CCC 2559-61; 2565; 2590)*

REL.8.3 The Life in Christ - Commandments and the moral life

- a. Understand that Christ's Sermon on the Mount, which contains the Beatitudes, is the model for Christian life and service and the fulfillment of the Old Law. *(CCC 1966; 2763; 1983; 1716-19)*
- b. Review the spiritual and corporal works of mercy and how one can fulfill them. *(CCC 2447-48; 2444)*
- c. Come to realize that the moral life (that is, how we should act) is based upon:
 - the Ten Commandments
 - the Beatitudes
 - the Sermon on the Mount
 - the two great commandments of love of God and love of neighbor.

These all provide a direction and orientation for one's life and help to answer moral questions and dilemmas. *(CCC 2056-74; 1716-199; 1966; 2763; 1983; 1965-74)*

- d. Understand that the lives and example of the saints show us how to live and practice the

Commandments and Christ's law of love.

REL.8.4 Christian Prayer – Prayer

- a. **Understand that Jesus teaches us how to pray with hearts open to God's will, with attentiveness, perseverance, patience and humility.**
- b. **Understand the ways in which we come to encounter Christ through prayer, the liturgy, the Scriptures, the community of the Church - its life and teachings. (CCC 131-33; 1071; 1082; 763-64; 776; 2625; 2614-15)**
- c. **Understand that the liturgy provides a great richness of prayer:**
 - **The Lord's Prayer summarizes the Gospel.**
 - ❖ **It sums up the prayers of the Mass**
 - ❖ **Directs us to the reality of the Lord's coming. (CCC 2761-2776)**
 - **There are seven petitions in the Lord's Prayer that encompass the whole of the Gospel: (CCC 2777 ff)**
 - ❖ **Honor the holiness of God's name by responding to the call to holiness in our lives**
 - ❖ **Work to make God's kingdom present**
 - ❖ **Do the Father's will**
 - ❖ **Ask for the daily bread of God's will, the Eucharist and for the needy**
 - ❖ **Forgive and be forgiven**
 - ❖ **Beg salvation from evil and sin**
 - ❖ **Pleads for strength in the face of temptation.**
- d. **Recognize that reading the Bible is a valuable way of enriching one's personal prayer and helping one participate more actively in the liturgy.**
- e. **Recognize the need for personal prayer.**
 - **Be able to describe some of the various forms of prayer: Blessing and adoration; petition; prayer of intercession; thanksgiving and praise. (CCC 2626-2649)**
 - **Review vocal prayer (fixed formula and spontaneous), mental prayer, meditation and contemplation. (CCC 2700-2724)**
- f. **See that Mary is a model of prayerful obedience and loving self-offering for the Church to imitate. The most common form of Marian prayer is the Hail Mary. Other prayers, such as the rosary, litanies, and hymns honor Mary and seek her assistance. (CCC 2673-2679; 971)**
- g. **Know that prayer is absolutely necessary, for prayer and the Christian life are inseparable. When we persevere in love, it is always possible to pray. (CCC 2742-2745)**

TERMS TO KNOW:

New to Grade

Acts of the Apostles
Apostolic Letters
Apostolic Succession
Assumption
Canonization
Celibacy
Chastity
Communion of Saints
Diocese
Dogma
Ecumenism
Friendship
Hierarchy

Hope
Liturgy of the Hours
Moderation
Modesty
Moral Life
Morality
Papal Primacy
Paraliturgies
Religious Consecration
Sermon on the Mount
Transubstantiation
Vice
Virtue

Cumulative List

Abortion
Abraham
Absolution
Adam and Eve
Adoration
Advent
Alleluia
Angel
Anointing of the Sick
Apostles Creed
Ark of the Covenant
Assumption of Mary
Baptism
Beatitudes
Benediction
Bible
Bishop
Blessed Sacrament
Book of Revelation
Charity
Cheerfulness
Children of God
Chosen People
Chrism
Christmas
Church
City of David
Commandments
Communion
Confession

Confirmation
Conscience
Consecration
Contemplation
Contrition
Corporal Works of Mercy
Covenant
Creation
Creator
Creed
Deacon
Diaconate
Discipleship
Easter
Episcopacy
Eucharist
Euthanasia
Exodus
Exposition of the Blessed Sacrament
Faith
Fast
Father
Feast Day
Fixed Formula Prayer
Forgiveness of Sin
Form (Sacramental)
Fortitude
Generosity
Genuflection
God

Gospel
Grace
Guardian Angels
Heaven
Hell
Hero
Holy Communion
Holy Family
Holy Orders
Holy Spirit
Holy Trinity
Hope
Immaculate Conception
Incarnation
Industriousness
Incense
Intercessor
Israel
Israelites
Jesus
Joseph
Judges
Justice
Kingdom of God
Laity
Last Supper
Lent
Liturgical Year
Liturgy
Liturgy of the Eucharist
Liturgy of the Word
Love of God
Love of Neighbor
Magisterium
Manna
**Marks of the Church - One,
Holy, Catholic and Apostolic**
Mary, Mother of God
Mass
Matrimony
Matter (Sacramental)
Meditation
Messiah
Miracle
Moderation
Monstrance
Moses
Mysteries of the Rosary
Mystery
Mystical Body of Christ
New Covenant

New Testament
Obedience
Old Testament
Orderliness
Ordination
Original Sin
Parable
Parts of the Mass
Paschal Mystery
Passover
Patriarch
Patron Saint
Penance
Pentecost
People of God
Perseverance
Pope
Prayer
Priest
Priesthood
Profession of Faith
Prophecy
Prophet
Purgatory
Real Presence
Reconciliation
Redeemer
Redemption
Religious Community
Respect
Responsibility
Resurrection
Revelation
Reverence
Rosary
Sacrament
Sacramental Sign
Sacraments of Healing
Sacraments of Initiation
Sacraments of Vocation
Sacrifice
Saint/Sainthood
Salvation History
Sanctifying Grace
Savior
Scripture
Sin (Mortal and Venial)
Sinai
Solomon
Sorrow for Sin
Soul

Spiritual Works of Mercy
Spontaneous Prayer
State of Grace
Stations of the Cross
Stewardship
Supplication
Synoptic Gospels
Tabernacle
Temple
Ten Commandments
Thanksgiving
Tower of Babel
Tree of Life
Trinity
Vocation
Vow
Witness
Works of Mercy
"Yes to God"

REL.8.6

PRAYERS AND CONCEPTS TO KNOW:

New to Grade

Be able to write personal petitions for liturgical use
Be able to see the Psalms as prayers that express our human needs

Cumulative List

Act of Contrition
Acts of Faith, Hope and Love (Standard form)
Angelus
Apostles Creed
Benediction
Eucharistic Exposition and Benediction
Examination of Conscience
Genuflection (Method and Meaning)
Glory Be
Grace Before Meals
Guardian Angel Prayer
Hail Mary
Hail Holy Queen (Salve Regina)
How to Say the Rosary
Idea of Christian Service as Act of Charity
Memorare
Morning Offering (some form)
Our Father (The Lord's Prayer)
Parts of the Mass
Planning Prayer Service
Prayer of St. Francis of Assisi
Prayer to the Holy Spirit
Regina Coeli
Rosary
Sign of the Cross
Spiritual and Corporal Works of Mercy
Stations of the Cross
Ten Commandments
Twenty Mysteries of the Rosary
Two Commandments of Love

THE SACRAMENT OF CONFIRMATION

Preface: Preparation for Confirmation should aim at leading the Christian toward a more intimate union with Christ and a more lively familiarity with the Holy Spirit - His actions, His gifts, and His bidding - in order to be more capable of assuming the apostolic responsibilities of Christian life. To this end, catechesis for Confirmation should strive to awaken a sense of belonging to the Church of Jesus Christ, the universal Church - as well as the parish community. (CCC 1309)

- I. Goal:** The student should realize the added strength received in Confirmation as his/her baptismal promises are sealed in receiving the gift of the Holy Spirit, which binds them more closely to the Church and deepens their commitment to be a witness for Jesus to spread and defend the Faith.

Introduction: Since Confirmation deepens one's commitment to Christ and His Church, it is presumed that the student, through his/her previous years of instruction, has a knowledge of the Catholic Faith as it is professed in the Creed, celebrated in the Liturgy and Sacraments, lived by following the Commandments and the moral life, and enlivened by a life of prayer.

II. Instructional Objectives

REL.SC.1 Profession of Faith - The Creed:

- a. Be familiar with persons who answered God's call in their lives (e.g., the Patriarchs, the Prophets, Mary, the Apostles).
- b. Recognize that the effect of Confirmation is the full outpouring of the Holy Spirit as once granted to the Apostles on the day of Pentecost. (CCC 1302)
 - See God as our loving Father who sends us the Holy Spirit through Jesus. (CCC 689; 729)
 - Recognize the sending of the Spirit as the fulfillment of Christ's promises. (CCC 705-706; 728-730)
 - Be aware of the Holy Spirit as the guide and sanctifier of the Church on earth. (CCC 737-741)
- c. Recognize the Church as a community of persons who, led by the Holy Spirit, continue the saving presence of Christ in the world.

REL.SC.2 Celebration of the Christian Mystery - Liturgy and Sacraments:

- a. Recognize that Confirmation brings an increase and deepening of baptismal (sanctifying) grace. Together with the Eucharist, it completes our initiation into the faith and life of the Church by making us full members of the Body of Christ. (CCC 1303; 1306)
- b. Understand that like Baptism, which it completes, Confirmation is given only once and imparts on the soul an indelible spiritual mark called the "character" of the sacrament. (CCC 1304-1305; 1285)
- c. Know that the sacramental grace given in Confirmation allows those confirmed to spread and defend the faith by word and action as true witnesses of Christ.
- d. Grow in his/her understanding of the liturgy of Confirmation within the context of the Mass.

(CCC 1293-1301)

- e. **Identify and understand the sacramental signs of Confirmation.** *(CCC 1299-1300)*
- f. **Learn the Gifts and Fruits of the Holy Spirit as described in 1 Cor. 12 and Gal. 5:13-26.** *(CCC 1830-1832)*
- g. **Emphasize that fruitful reception of the sacraments means that the person is in the state of grace. Therefore, before receiving the sacrament of Confirmation, one should receive the sacrament of Reconciliation (Penance) in order to be cleansed for the gift of the Holy Spirit.** *(CCC 1310)*

REL.SC.3 Life of Christ - Commandments and the Moral Life:

- a. **Review the Beatitudes and Christ's New Commandment to love as found in Mt. 5-7 and Lk. 6:17-49.** *(CCC 1716-1724; 1965-1974)*
- b. **Relate the Corporal and Spiritual Works of Mercy to the mission of a confirmed Catholic and our accountability as disciples of Christ who will judge us on our words and actions.** *(Mt. 25:31-46).*
- c. **Be encouraged to practice the Corporal and Spiritual Works of Mercy in the student's family, parish, school and community.**
- d. **See their Christian obligation to answer God's call to build the Kingdom of God by striving to be holy themselves and by working to establish Christ's peace and justice in the world.**
- e. **Study the lives of the saints as models of faith and virtue, and in particular, the life of the saint chosen for Confirmation.**
- f. **Study contemporary persons who have worked to improve human conditions in the world as models of faith (e.g., Pope John Paul II, Mother Teresa, Archbishop Oscar Romero, Dorothy Day, contemporary martyrs, etc.).**

REL.SC.4 Prayer:

- a. **Encourage the practice of daily prayer as a means to becoming more like Christ and to give public witness to Him in word and action.**
- b. **Use alternate prayer forms: e.g., a novena to the Holy Spirit, Benediction, etc.**
- c. **Understand that the liturgy provides a great richness of prayer.**
- d. **Know that prayer includes meditation, contemplation, vocal prayer, liturgical worship, song and other forms of communing with God. The greatest prayer is the Mass. The Bible devotes thousands of passages to prayer, the most unique of which is the Our Father because it comes to us from the Lord Himself.** *(CCC2697-2724; 2685-2696; 2761-2776)*
- e. **See in the lives of Mary and the saints that we have examples of how prayer helps one to live the Gospel message. Mary and the saints are models of Christian prayer.** *(CCC 2763-2684)*

Final Cumulative List

Abortion	Deacon
Abraham	Diaconate
Absolution	Diocese
Acts of the Apostles	Dogma
Adam and Eve	Easter
Adoration	Ecumenism
Advent	Episcopacy
Alleluia	Eucharist
Angel	Euthanasia
Anointing of the Sick	Exodus
Apostles Creed	Exposition of the Blessed Sacrament
Apostolic Letters	Faith
Apostolic Succession	Fast
Ark of the Covenant	Father
Assumption	Feast Day
Assumption of Mary	Fixed Formula Prayer
Baptism	Forgiveness of Sin
Beatitudes	Form (Sacramental)
Benediction	Fortitude
Bible	Friendship
Bishop	Generosity
Blessed Sacrament	Genuflection
Book of Revelation	God
Canonization	Gospel
Celibacy	Grace
Charity	Guardian Angels
Chastity	Heaven
Cheerfulness	Hell
Children of God	Hero
Chosen People	Hierarchy
Chrism	Holy Communion
Christmas	Holy Family
Church	Holy Orders
City of David	Holy Spirit
Commandments	Holy Trinity
Communion	Hope
Communion of Saints	Immaculate Conception
Confession	Incarnation
Confirmation	Industriousness
Conscience	Incense
Consecration	Intercessor
Contemplation	Israel
Contrition	Israelites
Corporal Works of Mercy	Jesus
Covenant	Joseph
Creation	Judges
Creator	Justice
Creed	Kingdom of God

Laity
Last Supper
Lent
Liturgical Year
Liturgy
Liturgy of the Eucharist
Liturgy of the Hours
Liturgy of the Word
Love of God
Love of Neighbor
Magisterium
Manna
**Marks of the Church: One,
Holy, Catholic and Apostolic**
Mary, Mother of God
Mass
Matrimony
Matter (Sacramental)
Meditation
Messiah
Miracle
Moderation
Modesty
Monstrance
Moral Life
Morality
Moses
Mysteries of the Rosary
Mystery
Mystical Body of Christ
New Covenant
New Testament
Obedience
Old Testament
Orderliness
Ordination
Original Sin
Papal Primacy
Parable
Paraliturgies
Parts of the Mass
Paschal Mystery
Passover
Patriarch
Patron Saint
Penance
Pentecost
People of God
Perseverance
Pope
Prayer

Priest
Priesthood
Profession of Faith
Prophecy
Prophet
Purgatory
Real Presence
Reconciliation
Redeemer
Redemption
Religious Community
Religious Consecration
Respect
Responsibility
Resurrection
Revelation
Reverence
Rosary
Sacrament
Sacramental Sign
Sacraments of Healing
Sacraments of Initiation
Sacraments of Vocation
Sacrifice
Saint/Sainthood
Salvation History
Sanctifying Grace
Savior
Scripture
Sermon on the Mount
Sin (Mortal and Venial)
Sinai
Solomon
Son
Sorrow for Sin
Soul
Spiritual Works of Mercy
Spontaneous Prayer
State of Grace
Stations of the Cross
Stewardship
Supplication
Synoptic Gospels
Tabernacle
Temple
Ten Commandments
Thanksgiving
Tower of Babel
Transubstantiation
Tree of Life
Trinity

Vice
Virtue
Vocation
Vow
Witness
Works of Mercy
Yahweh
"Yes to God"

REL.SC.6 PRAYERS TO KNOW

Final Cumulative List

Act of Contrition
Act of Faith (Simple Form)
Act of Hope (Simple Form)
Act of Love (Simple Form)
Acts of Faith, Hope and Love (Standard form)
Apostles Creed
Benediction
Eucharistic Exposition and Benediction
Examination of Conscience
Genuflection (Method and Meaning)
Glory Be
Grace Before Meals
Guardian Angel Prayer
Hail Mary
Hail Holy Queen (Salve Regina)
How to Say the Rosary
Idea of Christian Service as Act of Charity
Memorare
Morning Offering (Some Form)
Our Father (The Lord's Prayer)
Parts of the Mass
Planning Prayer Service
Prayer to the Holy Spirit
Rosary
See the Psalms as Prayers That Express our Human Needs
Sign of the Cross
Spiritual and Corporal Works of Mercy
Stations of the Cross
Ten Commandments
The Angelus
The Prayer of St. Francis of Assisi
The Regina Coeli
Twenty Mysteries of the Rosary
Two Commandments of Love
Write Personal Petitions for Liturgical Use

PRAYERS

Sign of the Cross

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

Our Father (The Lord's Prayer)

Our Father who art in Heaven, hallowed be thy name. Thy Kingdom come, thy will be done on earth as it is in Heaven. Give us this day our daily bread, and forgive us our trespasses, as we forgive those who trespass against us, and lead us not into temptation, but deliver us from evil. Amen.

Hail Mary

Hail Mary, full of grace, the Lord is with thee. Blessed art thou among women, and blessed is the fruit of thy womb, Jesus.

Holy Mary, Mother of God, pray for us sinners now and at the hour of our death. Amen.

Glory Be

Glory be to the Father, and to the Son, and to the Holy Spirit. As it was in the beginning is now, and ever shall be, world without end. Amen.

Guardian Angel Prayer

O Angel of God, my guardian dear, to whom God's love commits me here. Ever this day be at my side, to light, to guard, to rule, to guide. Amen.

Grace Before Meals

Bless us, O Lord, and these your gifts, which we are about to receive, from your bounty, through Christ our Lord. Amen.

Grace After Meals

We give you thanks, almighty God, for these and all your gifts which we have received through Christ our Lord. Amen.

Act of Contrition

O my God, I am heartily sorry for having offended You and I detest all my sins because of Your just punishments, but most of all because they offend You, my God, who are all good and deserving of all my love. I firmly resolve, with the help of your grace, to confess my sins, to do penance, and to amend my life. Amen.

Morning Offering

O Jesus, through the Immaculate Heart of Mary, I offer You my prayers, works, joys and suffering of this day in union with the Holy Sacrifice of the Mass throughout the world. I offer them for all the intentions of Your Sacred Heart: the salvation of souls, reparation for sin, the reunion of all Christians. I offer them for the intentions of our Bishops and of all Apostles of Prayer, and in particular for those recommended by our Holy Father this month.

Act of Faith

O my God, I firmly believe that You are one God in three Divine Persons, Father, Son and Holy Spirit; I believe that Your Divine Son became man and died for our sins, and that He will come to judge the living and the dead. I believe these and all the truths that the Holy Catholic Church teaches, because You have revealed them who can neither deceive nor be deceived.

Act of Hope

O my God, relying on Your infinite goodness and promises, I hope to obtain pardon of my sins, the help of Your grace, and life everlasting, through the merits of Jesus Christ, my Lord and Redeemer.

Act of Love

O my God, I love You above all things, with my whole heart and soul, because You are all good and worthy of all my love. I love my neighbor as myself for the love of You. I forgive all who have injured me and ask pardon of all those whom I have injured.

Apostles' Creed

I believe in God, the Father Almighty, Creator of Heaven and earth; and in Jesus Christ, His only Son, Our Lord, who was conceived by the Holy Spirit, born of the Virgin, Mary, suffered under Pontius Pilate, was crucified, died and was buried. He descended into Hell; the third day He rose again from the dead. He ascended into Heaven, and is seated at the right hand of God, the Father Almighty. From thence He shall come to judge the living and the dead.

I believe in the Holy Spirit, the Holy Catholic Church, the Communion of Saints, the forgiveness of sins, the resurrection of the body, and life everlasting. Amen.

Mysteries of the Rosary

Joyful Mysteries (Recited on Mondays and Thursdays)

- 1. The Annunciation**
- 2. The Visitation**
- 3. The Nativity**
- 4. The Presentation**
- 5. The Finding in the Temple**

Sorrowful Mysteries (Recited on Tuesdays and Fridays)

- 1. The Agony in the Garden**
- 2. The Scourging at the Pillar**
- 3. The Crowning with Thorns**
- 4. The Carrying of the Cross**
- 5. The Crucifixion**

The Luminous Mysteries

- 1. The Baptism of the Lord**
- 2. The Wedding of Cana**
- 3. The Proclamation of the Kingdom**
- 4. The Transfiguration**
- 5. The Institution of the Eucharist**

The Glorious Mysteries

- 1. The Resurrection**
- 2. The Ascension**
- 3. The Descent of the Holy Spirit**
- 4. The Assumption**
- 5. The Coronation of Mary in Heaven**

The Stations of the Cross

1. Jesus is condemned to death.
2. Jesus carries his cross.
3. Jesus falls the first time.
4. Jesus meets his Mother.
5. Jesus is helped by Simon of Cyrene.
6. Veronica wipes the face of Jesus.
7. Jesus falls a second time.
8. Jesus speaks to the women.
9. Jesus falls a third time.
10. Jesus is stripped of his clothes.
11. Jesus is nailed to the cross.
12. Jesus dies on the cross.
13. Jesus is taken down from the Cross.
14. Jesus is placed in the tomb.

The Angelus

**V. The angel of the Lord declared unto Mary.
R. And she conceived of the Holy Spirit.
Hail Mary...**

**V. Behold the handmaid of the Lord.
R. Be it done unto me according to thy word.
Hail Mary...**

**V. And the Word was made flesh.
R. And dwelt among us.
Hail Mary...**

**V. Pray for us, O holy Mother of God.
R. That we may be made worthy of the promises of Christ.**

Let us pray. Pour forth, we beseech thee, O Lord, thy grace into our hearts, that we, to whom the Incarnation of Christ thy Son was made known by the message of an angel, may by his Passion and Cross be brought to the glory of his Resurrection. Through the same Christ Our Lord. Amen.

Memorare

Remember, O most gracious Virgin Mary, that never was it known that anyone who fled to thy protection, implored thy help, or sought thy intercession, was left unaided. Inspired by this confidence, I fly unto thee, O Virgin of Virgins, my Mother: to thee do I come, before thee I stand, sinful and sorrowful. O Mother of the Word Incarnate, despise not my petitions, but in thy mercy hear and answer me. Amen.

Regina Coeli (Queen of Heaven)

(Prayer at Eastertime instead of Angelus)

Queen of heaven, rejoice, Alleluia.

For He whom you did deserve to bear, Alleluia!

Has risen as He said, Alleluia!

Pray for us to God, Alleluia!

V. Rejoice and be glad, O Virgin Mary, Alleluia!

R. Because Our Lord is truly risen, Alleluia!

Let us pray. O God, it was by the Resurrection of Your Son, our Lord, Jesus Christ, that you brought joy to

the world. Grant that through the intercession of the Virgin Mary, His Mother, we may attain the joys of eternal life. Through Christ, our Lord. Amen.

Hail, Holy Queen

Hail, holy Queen, mother of mercy, our life, our sweetness, and our hope. To you we cry, poor banished children of Eve; to you we send up our sighs, mourning and weeping in this valley of tears. Turn, then, O most gracious advocate, your eyes of mercy toward us, and after this our exile, show unto us the blessed fruit of your womb, Jesus. O clement, O loving, O sweet virgin Mary. Pray for us, O holy Mother of God.

Response: That we may be made worthy of the promises of Christ.

Divine Praises

Blessed be God. Blessed be His holy name. Blessed be Jesus Christ, true God and true man. Blessed by the name of Jesus. Blessed be His most Sacred Heart. Blessed be His most Precious Blood. Blessed be Jesus in the most Holy Sacrament of the Altar. Blessed be the Holy Spirit, the Paraclete. Blessed be the great Mother of God, Mary most holy. Blessed be her holy and Immaculate Conception. Blessed be her glorious Assumption. Blessed be the name of Mary, Virgin and Mother. Blessed be St. Joseph, her most chaste spouse. Blessed be God in His angels and in His saints.

Prayer to St. Michael

St. Michael, the Archangel, defend us in battle. Be our protection against the wickedness and snares of the devil. May God rebuke him, we humbly pray, and do thou, O prince of the Heavenly hosts, by the power of God, cast into Hell Satan and all the other evil spirits who prowl about the world seeking the ruin of souls. Amen.

Prayer of St. Francis

Lord, make me an instrument of Your Peace. Where there is hatred, let me sow love. Where there is injury, pardon. Where there is doubt, faith. Where there is despair, hope. Where there is darkness, light, and where there is sadness, joy.

O Divine Master, grant that I may seek not so much to be consoled, as to console; To be understood, as to understand; To be loved, as to love; For it is in giving that we receive--It is in pardoning that we are pardoned; and it is in dying that we are born to Eternal Life.

Grade 8

REL.8.V.1 VIRTUE: PRUDENCE

Prudence is the virtue by which one directs oneself and one's affairs according to the right reason, giving thought to one's actions and their consequences. A prudent person weighs favorable and unfavorable possible outcomes and then decides how to act in light of God's plan.

SCRIPTURE/READINGS:

Matt 10:16; Matt 7:15; Luke 2:47; cf Rom 8:6; Luke 1:37; Luke 19:11-28; Luke 12:54-59; Phil 4:8; Wis 2:24; Ps 143-4; Job 14:2; Jas 1:9-10; Matt 6:34.

PRACTICES:

- Prudence is the mother of virtues and guides every good habit. Can you think why that would be so? Name something you do that requires prudence and good judgment in your life.

- Many people may give you advice on some aspects of your life - what courses to take, what schools to attend, what sports to get involved in, etc. Pick one of these and work out how you could make a prudent decision.

- Being prudent involves being able to get sufficient information to make the right decision. Where can you go to get information that will help you to be prudent?

- Prudence is one of the four cardinal virtues. You can ask for God's help when you have to make a decision about how to act or not in a particular situation.

- Think about the Blessed Virgin Mary. She has been called the Seat of Wisdom. How would she act in a difficult situation you may find yourself in? How would she decide, if she were in your place?

REL.8.V.2 VIRTUE: INTEGRITY

"TO BE DEVELOPED"

REL.8.V.3 VIRTUE: LOYALTY

Loyalty is the virtue by which a person accepts the bonds implicit in his relationship with others - friends, relatives, superiors, his or her country, etc. - so that, as he or she defends and reinforces the system of values which these represent. (CB, p. 133)

SCRIPTURE/READINGS:

Matt 5:37; Jer 4:2; cf Matt 23:13-32; John 1:47; John 14:6; John 8:44; cf John 3:11; cf Acts 1:8; Luke 16:20; Jas 1:8; Luke 1:47; Philem 9:13; Prov 18:19; Gal 6:2; Rev 2:10.

PRACTICES:

- It is good to think about those whom we owe loyalty. Make a list of who these people are in your life and think of one example in which you could be loyal to one of these.

- When a discussion among your friends turns critical of someone who is not there, how can you show

your loyalty? What are some ways of defending the person?

- Think of Jesus as He was on the cross after He had been betrayed by His closest friends. What did He do about His betrayers? How can you imitate Him when people let you down.

- Do you need to be loyal to a friend who is doing something wrong - for example, shoplifting, or disobeying his parents? What should you do in such a case? Would it be disloyal to try to get the friend to improve? Or to talk about the friend to a parent, a priest, or a teacher?

- How can you show loyalty to God, or to your Catholic faith if someone attacks them or criticizes them or criticizes you because of them? Think about the Apostles and early Christians. They lived in times very much like ours and were loyal to God and the Faith - even to the point of death at times. Ask for the grace to be able to defend your Faith whenever required.

REL.8.V4 VIRTUE: OPTIMISM/HOPEFULNESS

Optimism/Hopefulness is the virtue by which one tends to look on the bright side of things. He or she can identify the positive elements in every situation, as well as the difficulties, and then take advantage of the favorable aspects. The obstacles are faced in a sportsmanlike and cheerful manner. (CB, p. 45)

SCRIPTURE/READINGS:

cf Matt 14:13-21; cf Matt 28:28; Phil 4:13; Rom 8:31; Phil 2:15; cf John 16:22; Prov 25:20; Phil 4:4.

PRACTICES:

- When things look really bad and life is difficult, think about how Jesus bore His sufferings. Ask Him for help to see the bright side of each situation.

- Try to have a sporting spirit when there are problems or difficulties to be overcome. Ask for help from a parent, teacher, or priest, if you are not able to solve your problems yourself.

- If there is a difficult project you need to complete, write down a schedule of activities leading to its accomplishment and stick to the schedule until it is completed. Get help where required.

- Realize that God can bring good even out of difficult situations. Also realize that most difficult situations are temporary. Life is short and eternity is long. This can help to get a perspective on events.

- Part of the economy of salvation is that your sufferings can be offered up for the conversion of sinners, for the souls in purgatory, or for some other good in the Communion of Saints. Also, the souls in purgatory can help you, if you pray to them. The saints in heaven can also help you. Keep in mind that you are never alone in this life.

REFERENCES:

CB = Character Building by David Isaacs, Four Courts Press, 1984, Republic of Ireland

HV = The Heart of Virtue by Donald deMarco, Ignatius Press, 1996, San Francisco

English



READING LANGUAGE ARTS

EIGHTH GRADE

MASTERY OF SKILLS

- Use textual evidence in support of their writing
- Make inferences and draw conclusions while reading text
- Write a fully-developed five paragraph essay with a clear thesis sentence

Standard 1 – Oral Language & Listening

R/L.8.1 The student will strengthen active listening skills

- Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues
- Choose vocabulary and tone appropriate to the audience, topic, and purpose
- Use effective verbal and nonverbal communication skills to deliver multimodal presentations
- Speak effectively, be able to re-state the ideas of others
- Evaluate self and others providing evidence to support evaluation

R/L.8.2 The student will increase knowledge and use of speaking skills

- Outline the organization of a speech, including an introduction, transitions, previews, summaries, a logically developed body, and an effective conclusion
- Use appropriate grammar, word choice, enunciation, and pace during formal presentations
- Deliver oral responses to literature that:
 - Interpret a reading and provide insight
 - Make supported inferences about the effects of a literary work on its audience
- Deliver narrative presentations, such as biographical or autobiographical information that:
 - Relate a clear incident, event, or situation by using well-chosen details
 - Reveal the significance of the incident, event, or situation
 - Use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters



Standard 2 – Reading/Literature

R/L.8.3 The student will read and learn the meaning of unfamiliar words and increase vocabulary

- a. Explore word origins – Latin and Greek
- b. Develop cross-curricular vocabulary through reading and writing
- c. Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast

R/L.8.4 The student will read, comprehend, and analyze a variety of fictional texts, poetry and drama

- a. Identify cause and effect relationships
- b. Recognize allusions and identify irony
- c. Explain how authors' development of characters, conflict, point of view, voice, and tone convey meaning
- d. Explain the development of theme(s)
- e. Explain how various authors develop their characters
- f. Make inferences and draw conclusions based on explicit and implied information using references to the text for support
- g. Identify and analyze literary elements within a variety of genres
- h. Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts
- i. Compare and contrast authors' styles
- j. Use reading strategies to monitor comprehension throughout the reading process

R/L.8.5 The student will read, comprehend, and analyze a variety of nonfiction texts

- a. Analyze the author's background, viewpoint, word choice, and impact
- b. Analyze details for relevance and accuracy
- c. Differentiate between fact and opinion
- d. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support
- e. Summarize the text identifying supporting details
- f. Analyze ideas within and between selections providing textual evidence



Standard 3 – Writing/Grammar

R/L.8.6 The student will write daily

- a. Continue to use pre-writing strategies (see grade 7)
- b. Understand and use various writing structures
- c. Write in the following structures:
 - i. Narrative
 - ii. Descriptive
 - iii. Expository
 - iv. Persuasive
 - v. Research paper (see 8.11)
- d. Develop and modify writing to fit audience and purpose
- e. Revise writing (word choice, avoid repetition)

R/L.8.7 The student will use grammatical rules when writing: (refer to 7.8 and re-teach as needed)

- a. Noun clauses, adjective clauses, and adverb clauses
- b. Subjunctive mood, review indicative and imperative moods
- c. Verbals (gerunds, infinitives, participles)
- d. Correctly punctuate in-text citations (MLA format)
- e. Pronouns – antecedent, agreement
- f. Diagram complex sentences

R/L.8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, and organization

- a. Use and punctuate correctly varied sentence structures to include conjunctions and transition words
- c. Use a variety of sentence structures to infuse sentence variety in writing
- d. Maintain consistent verb tense across paragraphs
- e. Use comparative and superlative degrees in adverbs and adjectives
- f. Use quotation marks with dialogue and direct quotations
- g. Use correct spelling for frequently used words



Standard 4 – Media Literacy

R/L.8.9 The student will analyze, develop, and produce creative or informational media messages

- a. Analyze the purpose of information and persuasive techniques used in diverse media formats
- b. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations
- c. Evaluate sources for relationships between intent and factual content
- d. Utilize multimedia to clarify information and emphasize differing points of view
- e. Evaluate the motives (e.g., social, commercial, political) behind media presentation(s)
- f. Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages
- g. Create media messages to demonstrate understanding of media literacy

Standard 5 – Research

R/L.8.10 The student will locate and synthesize information in reference sources

- a. Compose a list of references, works cited (MLA format)
- b. Distinguish between primary and secondary reference sources
- c. Evaluate the validity and authenticity of resources
- d. Formulate and revise questions about a research topic
- e. Collect and synthesize information from multiple sources
- f. Quote, summarize and paraphrase research findings
- g. Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information

R/L.8.11 Student will produce a thesis research paper – this paper should be extensive as students in 8th grade are no longer required to produce a science fair research paper. In writing the paper, students will:

- a. Develop an outline
- b. Write a thesis statement
- c. Use parenthetical citations
- d. Create a works cited page (using MLA format)



Standard 6 – Technology

R/L.8.12 Use technology to locate, evaluate, and organize information from a variety of sources (taken from 8th grade technology standards)

- a. Select relevant information (content and images) from appropriate technology resources
- b. Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use) and use traditional sources to verify and supplement
- c. Refine search strategies for age-appropriate internet search tools, library catalogs, or electronic databases
- d. Collect and organize information using technology tools (such as word processing software, graphics programs, presentation tools, and spreadsheets)
- e. Evaluate and explain why specific technology tools are selected to organize and present information for specific tasks

Math



MATHEMATICS

APPLICATION OF SKILLS

Standard 1 – Number Sense and Estimation

- M.8.1 Classify numbers with the subsets of the real number system (whole number, integer, rational number, irrational number, real number).
- M.8.2 Approximate square root radicals of non-perfect squares by finding the whole numbers it is between.
- M.8.3 Simplify square root radicals (no variables) (ex. $\sqrt{12} = 2\sqrt{3}$).



MATHEMATICS

Standard 2 - Computation and Fluency

- M.8.4 Refine proficiency and fluency of computing basic fraction, decimal, and integer operations. *For students that demonstrate mastery in these skill sets, introduce the following standard (as enrichment):* add, subtract, multiply, and divide with negative fractions (expressing answer in simplest form) and with negative decimals (expressing answer either precisely or rounded to the nearest given place value).
- M.8.5 Evaluate variable expressions consisting of grouping symbols, exponents, fraction bars, absolute values, negative signs, and/or square roots (given integers as the known values of each variable) by applying the order of operations and the Properties of Real Numbers.
- M.8.6 Solve practical problems involving percents (ex. consumer math; percent of change), using a variety of problem solving strategies (with an emphasis writing equations to model real life contexts).
- M.8.7 Add, subtract, multiply, and divide numbers written in scientific notation, expressing answer in scientific notation.



MATHEMATICS

Standard 3 – Measurement

- M.8.8 Solve real world context problems involving unit conversion and/or estimation of measurements (length/distance, mass/weight, capacity/volume, area, surface area, temperature, time, angle, rates).
- M.8.9 Find, justify, and apply reasonable indirect measurements of an object or event using measuring tools, formulas, and/or proportional reasoning (ex: the approximate height of an object too tall to directly measure; the approximate perimeter, area, surface area, or volume of a real object; the approximate time it would take for you to walk a given distance).



MATHEMATICS

Standard 4 - Geometry

- M.8.10 Use and apply the Pythagorean Theorem to solve for missing side lengths of a right triangle, written in either simplest radical form or rounded to the nearest given place value (ex. finding the distance between any two point on the coordinate plane; converting between the height and slant height of a pyramid or cone).
- M.8.11 Determine or apply coordinate notation to describe or graph a transformation of ordered pairs or polygons on the coordinate plane [translations; reflections over the x-axis and y-axis; 90 or 180 rotations with center (0, 0); dilations of positive scale factors with center (0, 0)].
- M.8.12 Identify regular polygons and determine their individual angle measurements and sum of angle measurements, with an emphasis on investigating and applying the formulas to find measurement of any polygon's angle or sum of angle measurements [i.e. $180(n - 2)/n$ or $180(n - 2)$].
- M.8.13 Identify and construct a three-dimensional model, given the top, side, and front views; sketch top, side, and front views of a given three-dimensional object.
- M.8.14 Find the surface area of prisms, cylinders, spheres, pyramids, cones, and compound figures using a formula sheet, nets, and/or calculating the sum of the area of the faces [approximating for π (pi) using a calculator or writing in π (pi) notation as necessary].
- M.8.15 Find the volume of prisms, cylinders, spheres, pyramids, cones, and compound figures using a formula sheet [approximating for π (pi) using a calculator or writing in π (pi) notation as necessary].



MATHEMATICS

Standard 5 - Data Analysis and Probability

- M.8.16 Identify and find the probability of independent and dependent events.
- M.8.17 Determine one or more missing data values from a set of data given its mean, median, mode, and/or range, including real world context (ex. Find the score a student must earn on their next test to earn an A for their total grade).
- M.8.18 Collect, display, and analyze data in scatter plots (on a coordinate plane) [ex. correlation (positive, negative, none); estimate and sketch the line of best fit for the data represented in a scatter plot].



MATHEMATICS

Standard 6 - Patterns, Functions and Algebra

- M.8.19 Simplify variable expressions (add and subtract like terms; multiply monomials or a monomial by a multi-term expression) by applying the Properties of Real Numbers.
- M.8.20 Factor variable expressions as products by applying the Distributive Property (greatest common factor limited to a whole number) [ex. $8x - 12 = 4(2x - 3)$].
- M.8.21 Simplify and write equivalent exponential expressions (both numerical and variable) with integer exponents [ex. $(12x)/4x^2 \rightarrow 3/x$ or $3x^{-1}$].
- M.8.22 Solve simple quadratic and absolute value equations (involving positive rational numbers) (ex: $x^2 = 16 \rightarrow x = -4$ and 4 ; $|x| = 16 \rightarrow x = -16$ & 16).
- M.8.23 Solve multi-step variable equations (ex. combine like terms; apply distributive property), including ones with variables on both sides of the equation, by applying the Properties of Equality.
- M.8.24 Solve, graph, and interpret the solution of two-step inequalities with one variable by applying the Properties of Inequality.
- M.8.25 Determine if a relation is a function given a set of ordered pairs, table, or mapping diagram; find the domain and range of a function.
- M.8.26 Classify variable expression (i.e. polynomials) by its terms (monomial, binomial, trinomial) and degree (constant, linear, quadratic).
- M.8.27 Interpret and find the y-intercept and slope of a line on the coordinate plane, including graphs that represent a real world context.
- M.8.28 Convert the form of linear functions between equations, tables, graphs, and real world context or relationships (with an emphasis on investigating and applying slope intercept form, $y = mx + b$).

ALGEBRA I REVIEW

Prior to entering Algebra I as an eighth grader, the student will have mastered all Diocesan Mathematics Curriculum for students in grades kindergarten through pre-algebra.

Students should have mastered the objectives listed in the Review Section; while the Core Section of the curriculum is new material presented to the students and is the primary focus of Algebra I instruction.

Use of a graphing calculator is **not** part of the Algebra I Diocesan Mathematics Curriculum. Graphing calculators may be used for enrichment only, after all other curriculum have been mastered.

REVIEW SECTION

- A.I.R.1 “R” The student will perform all computational skills without a calculator.
- A.I.R.2 “R” The student will comprehend and apply the concepts of greater than, less than, absolute value.
- A.I.R.3 R” The student will simplify and compute numerical expressions involving fractions, negatives, decimals, absolute value, percents, etc.
- A.I.R.4 “R” The student will apply the order of operations to the simplification of complicated expressions, with and without grouping symbols.
- A.I.R.5 R” The student will translate verbal statements into equations.
- A.I.R.6 The student will replace variables with numbers and evaluate expressions, including those with exponents; define base and exponent.
- A.I.R.7 R” The student will use matrices to organize and manipulate data.
- A.I.R.8 The student will find the probability of an event given a sample space.
- A.I.R.9 The student will use data to find mean, median, and mode and will represent the data graphically.
- A.I. R.10 The student will identify, distinguish among, and use various subsets of the real numbers:
a. Real numbers
b. Irrational numbers
c. Rational numbers
d. Integers
e. Whole numbers
f. Natural or counting numbers.
- A.I.R.11 The student will graph real numbers on the number line.
- A.I.R.12 The student will graph real number ordered pairs on coordinate planes.
- A.I.R.13 The students will learn and apply correct terminology.
- A.I.R.14 The student will apply real number properties to solve equations in one variable.
- A.I.R.15 “R” The student will solve simple application problems.
- A.I.R.16 The student will solve equations involving percents and proportions.

- A.I.R.17 The student will factor integers (including prime factorization), find greatest common factor and least common multiple of several integers.
- A.I.R.18 “R” The student will use scientific notation and expanded form.
- A.I.R.19 The student will review the concept of order of real numbers and graph inequalities in one variable.
- A.I.R.20 The student will transform inequalities in order to solve them.
- A.I.R.21 The student will learn and apply properties of rational numbers.
- A.I.R.22 The student will express rational numbers as decimals or fractions.
- A.I.R.23 The student will learn and memorize the square of numbers from 1 to 12.
- A.I.R.24 The student will find square roots of numbers that have rational and irrational square roots.
- A.I.R.25 The student will use Pythagorean Theorem and its converse to solve geometric problems.
- A.I.R.26 The student will compare and simplify with rational and irrational numbers.

ALGEBRA I CORE

- A.I.C.1 The student will understand and be able to identify basic algebraic properties and use them efficiently to simplify algebraic expressions.
- A.I.C.2 The student will understand and correctly apply the distributive property.
- A.I.C.3 The student will simplify expressions involving variables raised to powers, including negative and zero (0) powers.
- A.I.C.4 The student will understand, correctly interpret and apply scientific notation.
- A.I.C.5 The student will solve literal equations for any variable.
- A.I.C.6 The student will solve all types of one variable equations and problems, including those with the variable on both sides.
- A.I.C.7 The student will solve application problems using the multi-step plan or charts.
- A.I.C.8 The student will define and use vocabulary:
- Monomial, binomial, trinomial, polynomial
 - Constant, coefficient, similar or like terms
 - Degree of a monomial
 - Degree of a polynomial.
- A.I.C.9 The student will perform operations with polynomials.
- Add and subtract polynomials
 - Multiply polynomials by monomials and polynomials
 - Find powers of monomials using rule of exponents for a power of a power and rule of exponents for power of a product
 - Divide polynomials by monomials and divide polynomials by polynomials using long division (Remainder Theorem).
- A.I.C.10 The student will solve application problems involving polynomials:
- Rate-time-distance problems
 - Area problems.
- A.I.C.11 The student will find quotients and factors, as follows:
- Simplify quotients of monomials and find the greatest common factor of several monomials
 - Find monomial factors of polynomials.
- A.I.C.12 The student will find products and factor as follows:
- Find products of two binomials mentally (using FOIL or similar method)
 - Simplify products of the form $(a+b)(a-b)$ and factor difference of two squares
 - Find the squares of binomials and factor perfect square trinomials.
- A.I.C.13 The student will apply basic factoring techniques to second and simple third degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, recognizing perfect square trinomials, factoring general trinomials and factoring by grouping.
- A.I.C.14 The student will solve polynomial equations by factoring and using the zero (0) product property.
- A.I.C.15 The student will simplify rational expressions.

- A.I.C.16 The student will multiply and divide rational expressions.
- A.I.C.17 The student will add and subtract rational expressions with like and unlike denominators.
- A.I.C.18 The student will solve problems involving ratios and proportions.
- A.I.C.19 The student will solve equations with rational expressions and corresponding application problems.
- a. Mixture
 - b. Work
 - c. Percent
- A.I.C.20 The student will graph ordered pairs and linear equations in two variables:
- a. Identify coordinate axes, origin, and quadrants.
- A.I.C.21 The student will find slope of a line as a rate of change and as rise over run.
- A.I.C.22 The student will use slope-intercept form of a linear equation and standard form to find the x and y intercepts.
- A.I.C.23 The student will find an equation of a line given the slope and one point on the line, or given two points on the line using point-slope form.
- A.I.C.24 The student will find equations of lines through a given point with a zero or undefined slope.
- A.I.C.25 The student will find an equation of a line that is parallel or perpendicular to a given line through a given point.
- A.I.C.26 The student will solve linear equations by graphing.
- A.I.C.27 “R” The student will understand what a function is and define a function by using tables, graphs, mapping and ordered pairs.
- A.I.C.28 The student will define a function using functional notation and identifying domain and range of the function.
- A.I.C.29 The student will graph linear and quadratic functions.
- A.I.C.30 The student will solve systems of linear equations in two variables by:
- a. Graphing
 - b. Substitution
 - c. Addition-or-subtraction method with multiplication.
- A.I.C.31 The student will solve application problems using systems of linear equations:
- a. Wind and water current problems
 - b. Age, digit and fraction problems
 - c. Other types of applicable problems.
- A.I.C.32 “R” The student will express the square roots and cube roots of whole numbers.
- A.I.C.33 “R” The student will find the square roots of variable expressions and use them to solve equations and application problems.
- A.I.C.34 The student will work with square-root radical expressions:

- a. Simplify products and quotients of radicals
 - b. Simplify sums and differences of radicals
 - c. Multiply binomials containing square-root radicals and rationalize binomial denominators that contain square-root radicals.
- A.I.C.35 The student will solve simple square-root radical equations and corresponding application problems.
- A.I.C.36 The student will solve application problems that involve inequalities.
- A.I.C.37 The student will combine open sentences:
- a. Find union and intersection of sets, using set notation
 - b. Find solution sets of combined inequalities and graph them on a number line
 - c. Solve equations and inequalities involving absolute value and graph the solution on a number line.
- A.I.C.38 The student will graph linear inequalities in two variables on a coordinate plane.
- A.I.C.39 The student will graph the solution set of a system of two linear inequalities in two variables on a coordinate plane.
- A.I.C.40 The student will solve quadratic equations involving perfect squares.
- A.I.C.41 The student will solve quadratic equations by completing the square.
- A.I.C.42 The student will learn the quadratic formula and use it to solve quadratic equations such as motion of an object under the force of gravity.
- A.I.C.43 The student, given a situation in a real-world context, will analyze a relation to determine whether a direct or inverse variation exists, and represent a direct variation algebraically and graphically and an inverse variation algebraically.
- A.I.C.44 The student, given a set of data, will interpret variation in real-world contexts and calculate and interpret mean absolute deviation, standard deviation, and z-scores.
- A.I.C.45 The student will compare and contrast multiple univariate data sets, using box-and-whisker plots.
- A.I.C.46 The student will collect and analyze data, determine the equation of the curve of best fit in order to make predictions, and solve real-world problems, using mathematical models. Mathematical models will include linear and quadratic functions.

Excellent Resource:

Ask Dr. Math

<http://mathforum.org/library/drmath/drmath.high.html>

GEOMETRY

OVERVIEW

The Geometry course balances theory and application. Students learn the process of writing formal proofs through inductive and deductive reasoning. The course integrates concepts of space and plane geometry and reinforces algebra skills. It emphasizes logical thinking and the application of special relationships to plane and solid figures. It also explores parallel lines and planes, congruent triangles, quadrilaterals, inequalities, similar polygons, right triangles, circles, constructions, areas of plane figures, areas and volumes of solids and coordinate geometry.

PRIMARY TEXT: Geometry, Jurgensen, Brown. Jurgenson; Houghton Mifflin Company, Boston, 2000.

COURSE OBJECTIVES:

- A. To learn the concept and methods of deductive reasoning to solve problems
 - B. To integrate the concepts of space and plane geometry and to reinforce algebra skills
 - C. To emphasize logical thinking and the application of special relationships to plane and solid figures
 - D. To relate the concepts of geometry to today's world
- G.1 Language of Geometry
- G.1.A Points, Lines and Planes
 - G.1.A.1 "R" To use the undefined terms point, line and plane
 - G.1.A.2 "R" To draw representations of points, lines, and planes
 - G.1.A.3 "R" To use the terms collinear, coplanar, and intersection
 - G.1.B Segments, Rays and Distance
 - G.1.B.1 "R" To use symbols of lines, segments, rays, distances
 - G.1.B.2 "R" To find distances
 - G.1.B.3 "R" To state and use the Ruler Postulate and the Segment Addition Postulate
 - G.1.C Angles
 - G.1.C.1 "R" To name angles and find their measures
 - G.1.C.2 "R" To state and use the Angle Addition Postulate
 - G.1.C.3 "R" To recognize what can be concluded from a diagram
 - G.1.D Postulates and Theorems Relating Points, Lines, and Planes
 - G.1.D.1 "R" To use postulates and theorems relating points, lines and planes
 - G.1.E Review of Algebraic Properties
 - G.1.E.1 "R" To review properties from Algebra
- G.2 Deductive Reasoning
- G.2.A If-Then Statements; Converse
 - G.2.A.1 "R" To recognize the hypothesis and the conclusion of an if-then statement
 - G.2.A.2 "R" To state the converse of an if-then statement
 - G.2.A.3 "R" To use a counterexample to disprove an if-then statement
 - G.2.A.4 "R" To understand the meaning of "if and only if"
 - G.2.B Properties from Algebra
 - G.2.B.1 To use properties from Algebra and properties of congruence in proofs
 - G.2.C Proving Theorems
 - G.2.C.1 "R" To use the Midpoint Theorem and the Angle Bisector Theorem
 - G.2.C.2 "R" To know the kinds of reasons that can be used in proofs
 - G.2.D Special Pairs of Angles
 - G.2.D.1 To apply the definitions of complementary and supplementary angles
 - G.2.D.2 To state and use the theorem about vertical angles
 - G.2.E Perpendicular Lines
 - G.2.E.1 To apply the definition and theorems about perpendicular lines
 - G.2.F Planning a Proof
 - G.2.F.1 To state and apply the theorems about angles supplementary to, or complementary to, congruent angles

- G.2.F.2 “R” To plan proofs and then write them in two-column form
- G.3 Parallel Lines and Planes
- G.3.A Definitions
- G.3.A.1 “R” To distinguish between intersecting lines, parallel lines, and skew lines
- G.3.A.2 “R” To state and apply the theorem about the intersection of two parallel planes by a third plane
- G.3.A.3 To identify the angles formed when two lines are cut by a transversal
- G.3.B Properties of Parallel Lines
- G.3.B.1 To state and apply a postulate and theorems about parallel lines and about a parallel and perpendicular to a given line through a point outside the line
- G.3.C Angles of a Triangle
- G.3.C.1 “R” To classify triangles according to sides and to angles
- G.3.C.2 “R” To state and apply the theorem and the corollaries about the sum of the measures of the angles of a triangle
- G.3.D Angles of a Polygon
- G.3.D.1 “R” To recognize and name convex and regular polygons
- G.3.D.2 “R” To find the measures of interior angles and exterior angles of convex polygons
- G.3.E Inductive Reasoning
- G.3.E.1 “R” To understand and use inductive reasoning
- G.3.F Proofs
- G.3.F.1 To plan and write proofs pertaining to parallel lines
- G.4 Congruent Triangles
- G.4.A Congruent Figures
- G.4.A.1 To identify the corresponding parts of congruent figures
- G.4.B Some Ways to Prove Triangles Congruent
- G.4.B.1 To prove two triangles congruent by using the SSS, SAS, and ASA postulates
- G.4.C Using Congruent Triangles
- G.4.C.1 To deduce information about segments and angles after proving that two triangles are congruent
- G.4.D The Isosceles Triangle Theorems
- G.4.D.1 To apply the theorems and corollaries about isosceles triangles
- G.4.E Other Methods of Proving Triangles Congruent
- G.4.E.1 To use the AAS Theorem to prove two triangles congruent
- G.4.E.2 To use the HL Theorem to prove two triangles congruent
- G.4.E.3 To prove that two overlapping triangles are congruent
- G.4.F Using More than One Pair of Congruent Triangles
- G.4.F.1 To prove two triangles congruent by first proving two other triangles congruent
- G.4.G Medians, Altitudes, and Perpendicular Bisectors
- G.4.G.1 To apply the definitions of the median and the altitude of a triangle and the perpendicular bisector of a segment
- G.4.G.2 To state and apply the theorem about a point on the perpendicular bisector of a segment, and the converse
- G.4.G.3 To state and apply the theorem about a point on the bisector of an angle, and the converse
- G.4.H Proofs
- G.4.H.1 To plan and write proofs pertaining to congruent triangles
- G.5 Quadrilaterals
- G.5.A Properties of Parallelograms
- G.5.A.1 To apply the definition of a parallelogram and the theorems about properties of a parallelogram
- G.5.B Ways to Prove that Quadrilaterals are Parallelograms
- G.5.B.1 To prove that certain quadrilaterals are parallelograms

- G.5.C Theorems Involving Parallel Lines
 - G.5.C.1 To apply theorems about parallel lines
 - G.5.C.2 “R” To apply the midpoint theorems for triangles
- G.5.D Special Parallelograms
 - G.5.D.1 To apply the definitions and identify the special properties of a rectangle, a rhombus, and a square
 - G.5.D.2 To determine when a parallelogram is a rectangle, a rhombus or a square
- G.5.E Trapezoids
 - G.5.E.1 To apply the definitions and identify the properties of a trapezoid and an isosceles trapezoid
- G.5.F Proofs
 - G.5.F.1 To plan and write proofs pertaining to quadrilaterals
- G.6 Inequalities in Geometry
 - G.6.A Inequalities
 - G.6.A.1 To apply properties of inequalities to positive numbers, lengths of segments, and measures of angles
 - G.6.A.2 To state and use the Exterior Angle Inequality Theorem
 - G.6.B Inverses and Contrapositives
 - G.6.B.1 To state the contrapositive and inverse of an if-then statements
 - G.6.B.2 To understand the relationship between logically equivalent statements
 - G.6.B.3 To draw correct conclusions for given statements
 - G.6.C Indirect Proof
 - G.6.C.1 To write indirect proofs in paragraph form
 - G.6.D Inequalities in One Triangle
 - G.6.D.1 To state and apply the inequality theorems and corollaries for one triangle
- G.7 Similar Polygons
 - G.7.A Ratio and Proportion
 - G.7.A.1 To express a ratio in simplest form
 - G.7.B Properties of Proportions
 - G.7.B.1 To solve for an unknown term in a given proportion
 - G.7.B.2 To express a given proportion in an equivalent form
 - G.7.C Similar Polygons
 - G.7.C.1 To state and apply the properties of similar polygons
 - G.7.D A Postulate for Similar Triangles
 - G.7.D.1 To use the AA Similarity Postulate to prove triangles similar
 - G.7.D.2 To use similar triangles to deduce information about segments or angles
 - G.7.E Theorems for Similar Triangles
 - G.7.E.1 To use the SAS Similarity Theorem and the SSS Similarity Theorem to prove triangles are similar
 - G.7.F Proportional Lengths
 - G.7.F.1 To apply the Triangle Proportionality Theorem and its corollary
 - G.7.F.2 To state and apply the Triangle Angle-Bisector Theorem
 - G.7.G Proofs
 - G.7.G.1 To plan and write proofs pertaining to similar polygons
- G.8 Algebra Unit on Radicals and Radical Equations
 - G.8.A Simplifying Radicals
 - G.8.A.1 “R” To simplify radicals
 - G.8.A.2 “R” To simplify sums, differences, and products of radicals
 - G.8.B Multiplication of Binomials Containing Radicals
 - G.8.B.1 “R” To multiply binomials containing square-root radicals
 - G.8.B.2 “R” To rationalize binomial denominators that contain square-root radicals
 - G.8.C Simple Radical Equations

- G.8.C.1 "R" To solve simple radical equations
- G.9 Right Triangles
- G.9.A Similarity in Right Triangles
- G.9.A.1 To determine the geometric mean between two numbers
- G.9.A.2 To state and apply the relationships that exist when the altitude is drawn to the hypotenuse of a right triangle
- G.9.B The Pythagorean Theorem
- G.9.B.1 To state and apply the Pythagorean Theorem
- G.9.C The Converse of the Pythagorean Theorem
- G.9.C.1 To state and apply the converse of the Pythagorean Theorem and related theorems about obtuse and acute triangles
- G.9.D Special Right Triangles
- G.9.D.1 To determine the lengths of two sides of a $45^\circ - 45^\circ - 90^\circ$ or a $30^\circ - 60^\circ - 90^\circ$ triangle when the length of the third side is known
- G.9.E Trigonometry
- G.9.E.1 To define the tangent, sine, and cosine ratios for an acute angle
- G.9.E.2 To solve right triangle problems by correct selection and use of the tangent, sine, and cosine ratios
- G.10 Circles
- G.10.A Basic Terms
- G.10.A.1 To define a circle, sphere, and related terms
- G.10.A.2 To recognize inscribed polygons and circumscribed circles
- G.10.B Tangents
- G.10.B.1 To apply theorems that relate tangents and radii
- G.10.B.2 To recognize circumscribed polygons and inscribed circles
- G.10.C Arcs and Central Angles
- G.10.C.1 To define and apply properties of arcs and central angles
- G.10.D Arcs and Chords
- G.10.D.1 To apply theorems about the chords of a circle
- G.10.E Inscribed Angles
- G.10.E.1 To solve problems and prove statements involving inscribed angles
- G.10.E.2 To solve problems and prove statements involving angles formed by chords, secants, and tangents
- G.10.F Other Angles
- G.10.F.1 To solve problems and prove statements involving angles formed by chords, secants, and tangents
- G.10.G Circles and Lengths of Segments
- G.10.G.1 To solve problems involving lengths of chords, secant segments, and tangent segments
- G.11 Areas of Plane Figures
- G.11.A Areas of Rectangles
- G.11.A.1 "R" To understand what is meant by the area of a polygon
- G.11.A.2 "R" To understand the area postulates
- G.11.A.3 "R" To know and use the formula for the area of a rectangle
- G.11.B Areas of Parallelograms, Triangles, and Rhombuses
- G.11.B.1 "R" To know and use the formulas for the areas of parallelograms, triangles, and rhombuses
- G.11.C Areas of Trapezoids
- G.11.C.1 "R" To know and use the formula for the area of a trapezoid
- G.11.D Areas of Regular Polygons
- G.11.D.1 "R" To know and use the formula for the areas of regular polygons
- G.11.E Circumferences and Areas of Circles

- G.11.E.1 “R” To know and use the formulas for the circumferences and areas of circles that are derived from the perimeter and area formulas for regular polygons
- G.11.F Arc Lengths and Areas of Sectors
 - G.11.F.1 To know and use the formulas for arc length and the areas of sectors of a circle
- G.11.G Ratios of Areas
 - G.11.G.1 To find the ratio of the areas of two triangles
 - G.11.G.2 To understand and apply the relationship between scale factors, perimeters, and the areas of similar figures
- G.12 Areas and Volumes of Solids
 - G.12.A Prisms
 - G.12.A.1 To identify the parts of prisms
 - G.12.A.2 To find the lateral areas, total areas, and volumes of right prisms
 - G.12.B Pyramids
 - G.12.B.1 To identify the parts of pyramids
 - G.12.B.2 To find the lateral areas, total areas, and volumes of pyramids
 - G.12.C Cylinders and Cones
 - G.12.C.1 To find the lateral areas, total areas, and volumes of right cylinders and right cones
 - G.12.D Spheres
 - G.12.D.1 To find the area and volume of a sphere
 - G.12.E Areas and Volumes of Similar solids
 - G.12.E.1 To state and apply the properties of similar solids
- G.13 Coordinate Geometry
 - G.13.A The Distance Formula
 - G.13.A.1 To state and apply the distance formula
 - G.13.B The Slope of a Line
 - G.13.B.1 “R” To state and apply the slope formula
 - G.13.C Parallel and Perpendicular Lines
 - G.13.C.1 “R” To determine whether two lines are parallel, perpendicular, or neither
 - G.13.D The Midpoint Formula
 - G.13.D.1 “R” To state and apply the midpoint formula
 - G.13.E Organizing Coordinate Proofs
 - G.13.E.1 To choose a convenient placement of coordinate axes and assign appropriate coordinates, given a polygon
- G.14 Constructions to construct and justify the constructions of:
 - G.14.A a line segment congruent to a given line segment
 - G.14.B the perpendicular bisector of a line segment
 - G.14.C a perpendicular to a given line from a point not on the line
 - G.14.D a perpendicular to a given line at a given point on the line
 - G.14.E the bisector of a given angle
 - G.14.F an angle congruent to a given angle
 - G.14.G a line parallel to a given line through a point not on the given line
 - G.14.H medians of triangles
 - G.14.I altitudes of triangles

Science



SCIENCE
EIGHTH GRADE

Scientific Investigation, Reasoning and Logic

- S.8.1** The student will plan and conduct investigations in which
- a) chemicals and equipment are used safely
 - b) length, mass, volume, density, temperature, weight and force are accurately measured and reported using metric units (SI—International System of Units)
 - c) conversions are made among metric units, applying appropriate prefixes
 - d) triple beam and electronic balances, thermometers, metric rulers, graduated cylinders and spring scales are used to gather data
 - e) numbers are expressed in scientific notation where appropriate
 - f) research skills are utilized using a variety of resources
 - g) independent and dependent variables, constants, controls and repeated trials are identified
 - h) data tables showing the independent and dependent variables, derived quantities and the number of trials are constructed and interpreted
 - i) data tables for descriptive statistics showing specific measures of central tendency, the range of the data set and the number of repeated trials are constructed and interpreted
 - j) frequency distributions, scattergrams, line plots and histograms are constructed and interpreted
 - k) valid conclusions are made after analyzing data
 - l) research methods are used to investigate practical problems and questions
 - m) experimental results are presented in appropriate written form
 - n) models and simulations are constructed and used to illustrate and explain phenomena
 - o) an understanding of the nature of science is developed and current applications of physical science are used to reinforce concepts

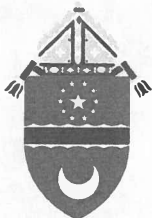
REMOVED: Science Fair requirement for 8th grade

Chemistry

- S.8.2** The student will investigate and identify the characteristics of matter.

Concepts include:

- a) solid, liquid, gas, plasma
- b) elements, compounds and mixtures (solutions, suspensions and colloids)
- c) organic and inorganic
- d) acids, bases and salts
- e) physical properties: shape, density, color, odor, boiling point, melting point, solubility and miscibility
- f) chemical properties: acidity, basicity, pH, combustibility, reactivity



S.8.3

The student will investigate and explain the history of atomic theory and the structures of the atom.

Concepts include:

- a) the historical development of atomic theory (including Dalton, Thomson, Rutherford and Bohr)
- b) Bohr model and electron cloud model (modern model of the atom)
- c) nucleus, proton, neutrons, electrons
- d) ions
- e) isotopes

S.8.4

The student will obtain and explain information from the Periodic Table of Elements.

Concepts include:

- a) symbol, atomic number and atomic mass
- b) metals, non-metals, metalloids and noble gases
- c) chemical families (groups) and periods
- d) oxidation number
- e) synthetic elements

S.8.5

The student will analyze the Periodic Table of Elements and will develop correct inferences regarding elements and binary compounds.

Concepts include:

- a) formation of compounds through ionic and covalent bonding
- b) formulas for compounds
- c) names of compounds

S.8.6

The student will investigate and explain chemical changes of matter using the theory of conservation of matter and energy.

Concepts include:

- a) evidence of reaction
- b) reactants and products
- c) types of reactions
- d) balanced chemical equations

S.8.7

The student will investigate and understand temperature scales, heat and thermal energy transfer and its relation to the kinetic theory.

Concepts include:

- a) Celsius and Kelvin temperature scales and absolute zero
- b) phase change, freezing point, melting point, boiling point, vaporization and condensation
- c) conduction, convection and radiation
- d) applications of thermal energy transfer



S.8.8 The student will research and discuss nuclear changes in matter using the theory of conservation of matter and energy.

Concepts include:

- a) fusion and fission
- b) products of nuclear reactions
- c) effects on humans and the environment
- d) alternative energy sources

Motion and Force

S.8.9 The student will investigate and understand the scientific principles of motion and the forces that affect it.

Concepts include:

- a) speed, velocity and acceleration
- b) net force
- c) friction
- d) gravity and centripetal force
- e) Newton's laws of motion
- f) deriving SI unit for force

S.8.10 The student will define and explain work

Concepts include

- a) work
- b) power
- c) mechanical advantage and efficiency
- d) simple machines and complex machines
- e) deriving SI unit for work

Energy

S.8.11 The student will investigate and understand basic principles of electricity and magnetism.

Concepts include:

- a) static electricity, current electricity and circuits
- b) relationship between a magnetic field and an electric current
- c) electromagnets, motors and generators and their uses
- d) conductors, semiconductors and insulators



S.8.12

The student will investigate and explain the basic characteristics of transverse waves

Concepts include:

- a) wavelength, frequency, speed, amplitude, crest and trough
- b) the wave behavior of light
- c) images formed by lenses and mirrors
- d) the electromagnetic spectrum
- e) technological applications of light

S.8.13

The student will investigate and explain the basic characteristics of sound waves

Concepts include:

- a) wavelength, frequency, speed, amplitude, rarefaction and compression
- b) resonance
- c) the nature of compression waves
- d) technological applications of sound

Social Studies



SOCIAL STUDIES EIGHTH GRADE

Overview

United States History: 1877 to the Present

Students will continue to use skills of historical and geographical analysis as they examine American history since 1877. The standards for this course relate to the history of the United States from the end of the Reconstruction era to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after civil war will be examined chronologically as students develop an understanding of how the American experience shaped the world political and economic landscape.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.



SOCIAL STUDIES APPLICATION OF SKILLS

Standard 1 – Catholic Identity

- SS.8.1 The student will demonstrate skills that will complement the scope of social studies, including the ability to:
- a) Incorporate the Seven Tenets of Catholic Social Teachings and civic responsibilities throughout the curriculum
 1. Life and dignity of the human person
 2. Call to family community and participation
 3. Rights and responsibilities
 4. Options for the poor and vulnerable
 5. The dignity of work and the rights of workers
 6. Solidarity
 7. Care for God's creation
 - b) Employ age-appropriate higher-order thinking skills and decision-making activities with special attention placed on Christian morals and ethics
 - c) Integrate writing skills into the curriculum, as well as making links to other curriculum areas
 - d) Recognize and discuss current events material and its application to the course of studies
 - e) Incorporate virtues designated for this grade level as outlined in the Religion Guidelines (Prudence, Integrity, Loyalty, Optimism)
 - f) Identify prominent Catholics during this period of history, such as:
 1. St. Frances Xavier Cabrini
 2. Rose Hawthorne Lathrop
 3. Dorothy Day
 4. Peter Maurin and the Popes, including their positions and challenges impacted by the political and social issues of their times



SOCIAL STUDIES

Standard 2 – Social Studies Skills

- SS.8.2 The student will integrate skills for historical and geographical analysis, including the ability to:
- a) Location:
 1. use parallels of latitude and meridians of longitude to describe hemispheric location
 - b) Place:
 1. analyze and interpret maps that include major physical features
 2. interpret:
 - i. patriotic slogans
 - ii. political cartoons
 - c) Movement:
 1. analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present
 2. make connections between past and present
 3. interpret ideas and events from different perspectives
 - i. urban and rural dwellers
 - ii. labor
 - iii. women
 - iv. minorities
 4. evaluate and debate issues orally and in writing
 5. interpret:
 - i. patriotic slogans
 - ii. political cartoons
 - iii. excerpts from notable speeches and documents
 - d) Regions:
 1. sequence events in United States history from 1877 to the present



SS.8.3

The student will use maps, globes, photographs, pictures, and tables for:

- a) Location:
 1. locating the 50 states and the cities most significant to the historical development of the United States
- b) Place:
 1. explaining how physical features and climate influenced the movement of people westward
- c) Human and Environmental Interactions:
 1. explaining relationships among
 - i. natural resources
 - ii. transportation
 - iii. industrial development after 1877



SOCIAL STUDIES

Standard 3 – Social Studies Documents

SS.8.4 The student will show an understanding of the history, meaning, and contemporary relevance of documents

a) Movement:

1. *Declaration of Independence*
2. *Constitution of the United States*
3. *Emancipation Proclamation*
4. *Gettysburg Address*



**Standard 4 – Reshaping the Nation and the Emergence of Modern America:
1877 to the Early 1900s**

SS.8.5

The student will demonstrate knowledge of how life changed after the Civil War by:

- a) Human and Environmental Interactions:
 1. explaining the reasons for the increase in:
 - i. immigration
 - ii. growth of cities
 - iii. new inventions
 - iv. challenges arising from this expansion
 2. explaining the rise of and changes to:
 - i. big business
 - ii. the growth of industry
 - iii. life on American farms
- b) Movement:
 1. identifying the reasons for westward expansion
 2. identifying Native American resistance and government response to:
 - i. conflicts
 - ii. reservation policy
 - iii. Ghost Dance
 - iv. Dawes Act
 3. describing the impact of the Progressive Movement on:
 - i. child labor
 - ii. working conditions
 - iii. the rise of organized labor
 - iv. women's suffrage
 - v. the temperance movement
- c) Regions:
 1. describing:
 - i. racial segregation
 - ii. the Ku Klux Klan
 - iii. the rise of "Jim Crow"
 - iv. other constraints faced by African Americans in the post-Reconstruction South



Standard 5 – Turmoil and Change: 1890 to 1945

- SS.8.6 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by:
- a) Movement:
 1. explaining the reasons for and results of the Spanish-American War, including Imperialism
 2. explaining the reasons for the United States' involvement in World War I and its leadership role at the conclusion of the war
- SS.8.7 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by:
- a) Place:
 1. examining art, literature, and music from the 1920s and 1930s, including:
 - i. Langston Hughes
 - ii. Duke Ellington
 - iii. Georgia O'Keeffe
 - iv. the Harlem Renaissance
 - b) Human and Environmental Interaction:
 1. explaining how developments in transportation and electrification changed American life
 - c) Movement:
 1. describing the social changes that took place
 - i. Prohibition
 - ii. the Great Migration north
 2. identifying the major features of Franklin D. Roosevelt's New Deal
 - d) Regions:
 1. identifying the causes of the Great Depression
- SS.8.8 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by:
- a) Location:
 1. describing the major events and turning points of the war in Europe and the Pacific
 - b) Movement:
 1. identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor
 - c) Regions:
 1. describing the impact of World War II on the home front



Standard 6 –Economics and the Post World War II Era

SS.8.9 The student will demonstrate knowledge of how economic decisions are made in the marketplace by:

- a) Movement:
 1. applying the concepts of:
 - i. scarcity
 - ii. resources
 - iii. choice
 - iv. opportunity
 - v. cost
 - vi. price
 - vii. incentives
 - viii. supply and demand
 - ix. production
 - x. consumption
 2. comparing the differences among:
 - i. free market
 - ii. command (state control)
 - iii. mixed economies
 3. describing the characteristics of the United States economy, including:
 - i. free markets
 - ii. private property
 - iii. profit
 - iv. competition

SS.8.10 The student will demonstrate knowledge of the structure and operation of the United States economy by:

- a) Movement:
 1. describing the types of business organizations
 - i. corporations
 - ii. trusts
 - iii. partnerships
 - iv. monopolies
 - v. cartels
 - vi. the role of entrepreneurship
 2. explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact
 3. explaining how financial institutions encourage saving and investing
 4. examining the relationship of the United States to the global economy with emphasis on the impact of technological innovations



- SS.8.11 The student will demonstrate knowledge of the role of government in the United States economy by:
- a) Movement:
 1. examining competition in the marketplace
 2. explaining the creation
 - i. public goods
 - ii. services
 3. describing the impact of taxation, including an understanding of the reasons for the 16th amendment, spending, and borrowing
 4. explaining how the Federal Reserve System regulates the money supply
 5. describing the protection of:
 - i. consumer rights
 - ii. property rights
- SS.8.12 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by:
- a) Human and Environmental Interaction:
 1. describing the rebuilding of Europe and Japan after World War II
 - b) Movement:
 1. describing the emergence of the United States as a superpower, and the establishment of the United Nations
 2. describing the conversion from a wartime to a peacetime economy
 3. identifying the role of America's military and veterans in defending freedom during the Cold War, including involvement in:
 - i. Korea
 - ii. Cuban Missile Crisis
 - iii. Vietnam
 - iv. Collapse of Communism in Europe
 - v. Post-Cold War challenges
 4. describing the changing patterns of society, including expanded educational and economic opportunities for:
 - i. military veterans
 - ii. women
 - iii. minorities



Standard 7 – Domestic Issues in the Second Half of the 20th Century

SS.8.13

The student will demonstrate knowledge of selected domestic issues during the tenure of the following presidents (this objective is meant to be broad and not all inclusive):

- a) Nixon (1969-1974)
 - Watergate
 - Opening China
 - OPEC
 - SALT Agreement
 - Paris Peace Accord
 - Roe v Wade
- b) Ford (1974-1977)
 - Helsinki Accord
 - Consumption of Energy
- c) Carter (1977-1981)
 - Nobel Peace Prize
 - Camp David Accord
 - Iran Hostage Situation
 - Three Mile Island
- d) Reagan (1981-1989)
 - Reagonomics (Deregulation)
 - Release of Iranian Hostages
 - Iran Contra Affair
 - Star War Defense
 - Fall of Berlin Wall
 - Conservation Movement
- e) G. H. Bush (1989-1993)
 - Recession of 1991
 - Persian Gulf War
 - Unemployment Issues
 - Fall of Soviet Union
- f) Clinton (1993-2001)
 - War in Kosovo
 - NAFTA
 - Economic Prosperity
 - Impeachment
 - Terrorist bombings in Trade Center in New York and Oklahoma City



- g) G. W. Bush (2001-2009)
 - 9/11
 - Afghanistan/Iraq
 - Recession
 - Educational Reform
- h) Obama (2009-2016)
 - Election
 - Nobel Peace Prize
 - Government Bail-out
 - Unemployment Issues
 - Healthcare Reform
- i) Trump (2016-Present)
 - Election
 - Tax Reform
 - Supreme Court Appointees
 - Historic Government Shutdown



Standard 8 – Technology

- SS 8.14 Instructor will plan and implement lessons that integrate technology to meet the diverse needs of learners in a variety of educational settings
- a) Engaging students in exploring real-world issues and solving authentic problems using digital tools and resources

P.E.

Grade Eight Grade Level Objectives

(Refer to monitoring sheets for guided breakdown skills.)

Skilled Movement

P.8.1 The student will demonstrate competence in one or more modified versions of various game/sport, rhythmic, and recreational activities.

P.8.2 The student will perform skills in several game/sport, dance, and recreational activities.

- a) Use skill combinations competently in specialized versions of individual, dual, and team activities.
- b) Demonstrate skill in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing).
- c) Demonstrate moving to a rhythm (e.g., devise and perform dance sequences, using set patterns and changes in speed, direction, and flow).
- d) Demonstrate competence in at least one formal dance (e.g. the Waltz—can be adapted using 4-foot noodles)

Movement Principles and Concepts

P.8.3 The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.

- a) Adapt skill movements by modifying use of body, space, effort, and relationships to meet complex skill demands.
- b) Apply biomechanical principles (e.g., spin, rebound, effects of levers) to understand and perform skillful movements.
- c) Understand and use basic offensive and defensive tactics and strategies while playing specialized games/sports.
- d) Analyze skill patterns of self and partner.
- e) Analyze the skill demands in one physical activity, and apply principles of motor learning (e.g., feedback and knowledge of results, whole/part/whole, transfer of learning) to improve performance.

Personal Fitness

P.8.4 The student will apply self-assessment skills to improve or maintain personal fitness.

- a) Self-assess his/her level of physical activity and personal fitness on all components of health-related fitness, and develop a plan, including goals, strategies, and timeline, for maintenance or improvement.

AND/OR

Maintain a PE contract which tracks his/her activities done according to the FITT principle (frequency, intensity, time and type) to be turned in at the end of each quarter.

- b) Investigate and self-assess the relationship among body composition, nutrition, family history, and levels of physical activity, and develop a plan for maintenance or improvement.
- c) Use a variety of resources, using available technology when feasible [digital recordings], to assess, monitor, and improve personal fitness.
- d) The student will participate in an annual standardized physical fitness assessment. (For example, Presidential Youth Fitness Program)
- e) Demonstrate the ability to calculate resting and target heart rate.
- f) Monitor heart rate before, during and after vigorous physical activity.

Responsible Behaviors

P.8.5 The student will work independently and with others in cooperative and competitive physical activity settings.

- a) Exhibit fair play, and act responsibly in physical activity settings.
- b) Identify positive and negative effects of peer influence.
- c) Exhibit respect for the unique characteristics, diverse backgrounds and varying abilities of peers.

Physically Active Lifestyle

P.8.6 The student will demonstrate a physically active lifestyle, including activity within and outside of the physical education setting.

- a) Participate regularly in health-enhancing and personally rewarding physical activity during unscheduled times.
- b) Analyze and evaluate personal behaviors that support or do not support a healthy lifestyle.

Health

- s) Design an evaluation tool that measures the safety and supportiveness of a school climate.
- t) Create a campaign to prevent bullying in school and online.
- u) Identify ways to maintain a safe and healthy environment at school and at home.
- v) Demonstrate ways to conserve and promote the conservation of natural resources.
- w) The benefits of community and personal service

Grade Eight

Students in grade eight recognize the dignity and self-worth of the human person as a child of God. Emphasis on respect for life should be given. Students will have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.

Essential Health Concepts

8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.

- a) Identify and describe the major structures and functions of the brain and nervous system.
- b) Assess the health risks of a sedentary lifestyle.
- c) Examine the health risks caused by food contaminants.
- d) Identify eating disorders, and describe the dangers of engaging in unbalanced and unsafe diet practices to gain or lose weight.
- e) Assess the health risks of not getting enough sleep.
- f) Explain the roles of preventive health measures, immunization, and treatment in disease prevention.
- g) Analyze the risk factors associated with communicable and noncommunicable diseases.
- h) Identify pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk of diabetes, heart disease, and stroke.
- i) Describe the short- and long-term health issues related to alcohol, tobacco, and other drug use, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.
- j) Research the signs, symptoms, and causes of addiction.
- k) Explain how drugs affect the brain.
- l) Describe the relationship between healthy behaviors and cognitive performance.
- m) Identify the benefits and risks of social networking.

- n) Assess the health consequences of injuries, and identify leading injury-prevention measures. o) Evaluate the health risks associated with feelings of immortality and invincibility.
- o) Identify the consequences of involvement in potentially dangerous situations, such as when weapons, physical violence, and gangs are present.
- p) Analyze the role of tolerance and resilience in coping with stress.
- q) Explain the impact of failing to recognize issues related to emotional and mental health.
- r) Explain why seeking help for mental health issues is important.
- s) Describe the signs and symptoms of depression and suicide.
- t) Explain how individual, social, and cultural differences may increase vulnerability to bullying. v) Describe pollutants found in water, soil, and air and their impact on body systems.

Healthy Decisions

8.2 The student will apply health concepts and skills to the management of personal and family health.

- a) Identify brain and nervous system disorders.
- b) Describe ways to maintain brain and nervous system health.
- c) Determine the benefits of developing and implementing short- and long-term personal and family health and fitness goals that are achievable and purposeful.
- d) Compare healthy and risky approaches to weight management.
- e) Analyze the impact of family and personal influences on eating habits and attitudes toward weight management.
- f) Examine the causes and effects of compulsive behaviors, such as eating disorders.
- g) Describe personal and family preventive health measures, including immunizations, nutrition, physical activity, and sleep, in preventing diabetes, heart disease, stroke, and other chronic diseases.
- h) Analyze how family and peer pressure influences tobacco, alcohol, marijuana, and other drug use.
- i) Explain why most teenagers do not use alcohol, tobacco, or other drugs.
- j) Create short- and long-term health and fitness SMART goals that are achievable, purposeful, and that support cognitive performance and academic success.
- k) Describe effective coping mechanisms for managing personal and family stress.
- l) Identify the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues at home and at school.
- m) Develop goals to analyze and manage the impact of social networking.
- n) Evaluate the importance of developing relationships that are positive and promote wellness.

- o) Analyze the risks associated with gang-related activities for self, family, and the community. p) Recognize warning signs associated with bullying behaviors (e.g., declining grades, fear of attending school, social withdrawal, lost or destroyed books or technology, self-destructive behaviors).
- p) Describe signs of self-harm behaviors.
- q) Explain how humans and the environment are interdependent.

Advocacy and Health Promotion

8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

- a) Design strategies to protect and promote brain and nervous system health.
- b) Evaluate the physical, mental, and social benefits of physical activity.
- c) Develop practical solutions for removing barriers to physical activity and healthy food choices.
- d) Identify strategies to increase water intake.
- e) Create a plan to make healthy food choices, including choosing fruits and vegetables, in a variety of settings.
- f) Encourage family and peers to choose healthy foods.
- g) Develop a strategy to prevent diabetes, heart disease, stroke, and other chronic diseases and conditions.
- h) Develop guidelines for using social networks.
- i) Create a media campaign for the use of refusal and negotiation skills to avoid risky situations. j) Identify ways for students to develop relationships that are positive, promote wellness, and prevent gang involvement.
- j) Describe healthy ways to handle the emotional, psychological, and physical consequences of stress.
- k) Design a management plan to reduce stress.
- l) Justify and encourage safe, respectful, and responsible relationships.
- m) Identify resources for helping someone who is exhibiting self-harming behaviors.
- n) Create strategies for helping others prevent or get help with bullying.
- o) Analyze opportunities for Christian community service.
- p) Create environmental design solutions that promote physical and psychological health.
- q) Personal responsibility for exhibiting healthy practices within the school and community setting
 1. virtues (truthfulness, trustworthiness, friendliness, etc.)
 2. manners
 3. encouragement of others
 4. appropriate cooperation and sharing of workload
 5. volunteering, opportunities for Christian community service.



MATHEMATICS EIGHTH GRADE

Overview

The eighth grade math (Pre-Algebra) curriculum is based on the skills introduced and mastered in grades K-7. To ensure a successful transition into Algebra 1 and High School level mathematics, students will need to not only develop mastery and fluency of basic math skills and real world problem solving application (standards 8.4-8.6, 8.8, 8.9, 8.10), but also develop fundamental Algebra sense and skills (standards 8.1-8.3, 8.5, 8.6, 8.10, 8.11, 8.18 – 8.28). For eighth grade (Pre-Algebra), emphasis is placed on the following skills:

- Refine proficiency and fluency of computing basic fraction, decimal, and integer operations.
- Evaluate variable expressions consisting of grouping symbols, exponents, fraction bars, absolute values, negative signs, and/or square roots (given integers as the known values of each variable) by applying the order of operations and the Properties of Real Numbers.
- Solve practical problems involving percents (ex. consumer math; percent of change), using a variety of problem solving strategies (with an emphasis writing equations to model real life contexts).
- Use and apply the Pythagorean Theorem to solve for missing side lengths of a right triangle.
- Find the surface area and volume of prisms, cylinders, spheres, pyramids, cones, and compound figures
- Simplify variable expressions (add and subtract like terms; multiply monomials or a monomial by a multi-term expression) by applying the Properties of Real Numbers.
- Factor variable expressions as products by applying the Distributive Property (greatest common factor limited to a whole number).
- Solve multi-step variable equations (ex. combine like terms; apply distributive property), including ones with variables on both sides of the equation, by applying the Properties of Equality; solve, graph, and interpret the solution of two-step inequalities with one variable by applying the Properties of Inequality.

MASTERY OF SKILLS

- Add, subtract, multiply, and divide integers.
- Find the percent of a number, what percent one number is of another, and find a number when the percent is known (methods include applying proportional reasoning and writing equations).
- Solve one-step linear equations with one variable; interpret and graph linear inequalities.
- Write expressions, equations, and inequalities that model verbal phrase, pattern, and real world context.

Spanish

SPANISH 2 HIGH SCHOOL CURRICULUM OBJECTIVES

This course is the second year of study in High School. Students who successfully complete Spanish Level 1 in middle school may be placed directly into Spanish Level 2 in high school with a teacher's recommendation and a passing score on the high school Spanish placement test.

Summary:

The curriculum objectives for the Diocese of Arlington encompass the Virginia State Standards and the National ACTFL Standards. In accordance with these standards, Spanish 2 students develop the four skills of language learning: listening, speaking, reading and writing.

Objectives:

Person-to-Person Communication

The student will exchange spoken and written information and ideas in Spanish.

1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.
2. Give and follow basic instructions and directions in Spanish.

The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in Spanish using familiar and recombined phrases and sentences.

1. Participate in brief oral and written exchanges that reflect present as well as past and future time.
2. Use simple paraphrasing and non-verbal behaviors to convey and comprehend messages.

Listening and Reading for Understanding

The student will understand basic spoken and written Spanish based on new topics in a familiar context that are presented through a variety of media.

1. Understand main ideas and identify essential details when reading and listening in Spanish.
2. Understand culturally authentic announcements, messages, and advertisements that use some new as well as familiar information in Spanish.
3. Understand and follow simple instructions in consumer and informational materials in Spanish, such as those for following recipes or using computers.

The student will use verbal and non-verbal cues to interpret spoken and written texts in Spanish.

1. Differentiate among increasingly complex statements, questions, and exclamations.
2. Interpret gestures, body language, and intonation in order to clarify the message.

Oral and Written Presentation

The student will present orally and in writing information in Spanish that combines learned as well as original language in simple sentences and paragraphs.

1. Relate with some detail the main ideas from level-appropriate print or non-print materials in Spanish.

2. Present information in Spanish using structures that reflect present as well as past and future time.
3. Demonstrate attention to accuracy in intonation and pronunciation when speaking Spanish.
4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in Spanish.

The student will present rehearsed and unrehearsed material in Spanish including skits, poems, plays, short narratives, and/or songs.

1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

The student will demonstrate an understanding of the perspectives, practices, and products of Spanish-speaking cultures and how they are interrelated.

1. Participate in real or simulated cultural events, such as family activities and holiday celebrations.
2. Identify and discuss patterns of behavior typically associated with Spanish-speaking cultures, such as observance of business practices and celebration of national holidays.
3. Examine the influence of the geography of Spanish-speaking countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

Making Connections through Language

The student will use information acquired in the study of Spanish and information acquired in other subject areas to reinforce one another.

1. Give examples of the influence of the Spanish language and Spanish-speaking cultures in other subject areas, such as Spanish words used in the English language or contributions of important mathematicians and scientists from Spanish-speaking countries.
2. Relate information acquired in other subjects to topics discussed in the Spanish class, such as use of the metric system for measuring distance, volume, and weight or how modes of transportation reflect the economy and geography of Spanish-speaking countries.

Cultural and Linguistic Comparisons

The student will demonstrate an understanding of cultural similarities and differences between the Spanish-speaking world and the United States.

1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
2. Identify similarities and differences of the geography of Spanish-speaking countries and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

The student will develop a better understanding of the English language through the study of Spanish.

1. Recognize critical sound distinctions and intonation in the Spanish and English languages in communicating meaning.
2. Compare vocabulary usage and structural patterns of Spanish and English.
3. Use level-appropriate idiomatic expressions in Spanish.

Communication across Communities

The student will develop and apply Spanish language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

1. Illustrate how the Spanish language and Spanish-speaking cultures are evident in and through media, entertainment, and technology.
2. Locate and use Spanish language resources, such as individuals and organizations accessible through the community or the Internet, to reinforce basic cultural knowledge of the Spanish-speaking world.

SPANISH LEVEL 2
GRAMMAR OBJECTIVES

Adjectives

- SP.L2.1 Adjective agreement with nouns in gender and number
- SP.L2.2 Placement of adjectives
- SP.L2.3 Short and long form possessives
- SP.L2.4 Demonstratives
- SP.L2.5 Ordinal Numbers 1st – 10th
- SP.L2.6 Cardinal Numbers

Verbs

- SP.L2.7 Subject-verb agreement
- SP.L2.8 Present Tense
 - a. Regular
 - b. Irregular
 - c. Irregular “yo” forms
 - d. Stem-changing verbs
 - e. Reflexive
 - f. Present progressive tense
- SP.L2.9 Preterite Tense
 - a. Regular
 - b. Irregular
- SP.L2.10 Imperfect Tense
 - a. Regular
 - b. Irregular
 - c. Past Progressive
- SP.L2.11 Preterite vs Imperfect
- SP.L2.12 Imperative Commands
 - a. Familiar (affirmative and negative)
 - b. Formal (singular and plural); (affirmative and negative)
- SP.L2.13 Ser vs Estar
- SP.L2.14 Saber vs conocer
- SP.L2.15 Present Perfect Tense (If time allows.)

Adverbs

- SP.L2.16 Adverbs ending in –mente

Pronouns

- SP.L2.17 Direct Object
- SP.L2.18 Indirect Object
- SP.L2.19 Direct and Indirect Objects
- SP.L2.20 Reflexive Pronouns
- SP.L2.21 Possessive Pronouns
- SP.L2.22 Demonstrative Pronouns
- SP.L2.23 Impersonal se

Other

- SP.L2.24 Comparatives and superlatives
SP.L2.25 Interrogatives
SP.L2.26 Personal "a"
SP.L2.27 Using affirmative and negative words

SOUND DISCRIMINATION

- SP.L2.28 Familiarity with various regional/national speech patterns (dialect/speed)

LISTENING

- SP.L2.29 Comprehend spoken statements and questions
SP.L2.30 Comprehend commands in Spanish
SP.L2.31 Comprehend authentic speech through native speaker's audio and video resources

SPEAKING

- SP. L2.32 Ask/answer questions/statements in the affirmative and negative
SP. L2.33 Pray in Spanish
SP. L2.34 Demonstrate oral proficiency

READING

- SP.L2.35 Able to read and comprehend written text

WRITING

- SP. L2.36 Answer questions with complete sentences
SP. L2.37 Write a narrative, descriptive, persuasive, comparative paragraph incorporating asking questions using correct grammar and appropriate vocabulary

CULTURE AND CIVILIZATION

- SP. L2.38 Exposure to names of the most important holidays and explanation of how they are celebrated
SP. L2.39 Exposure to geography of Latin America and Spain
SP. L2.40 Exposure to the fine arts of Latin America and Spain

Music



APPLICATION OF SKILLS: SEVENTH & EIGHTH GRADE

Standard 1 – Performance and Production

- MS.1 The student will read and perform previously learned rhythmic, melodic, and harmonic patterns.
(review)
- MS.2 The student will sing and/or play music written in two or more parts.
- MS.2.1 Continue to demonstrate choral behaviors and skills (i.e. proper vowel sounds, breathing, posture, volume, articulation)
- MS.3 The student will sing liturgical songs and common parts of the Mass.

Standard 2 – Compose & Improvise

- MS.4 The student will create music through a variety of experiences.
- MS.4.1 Improvise melodies, rhythms, and harmonies
- MS.4.2 Create melodies, rhythms, and harmonies
- MS.4.3 Create arrangements of known melodies, using traditional or nontraditional sound sources, including computer-related technology if available

Standard 3 – Music Theory

- MS.5 The student will investigate musical sounds, forms, styles, and genres through listening, discussing or writing, and performing.



Standard 4 – Analysis and Critique

MS.6 The student will explore a variety of styles, periods, forms and elements of music.

MS.7 The student will describe and evaluate performances, live or recorded, using music terminology.

MS.7.1 Identify musical characteristics of music from various cultures and/or styles

MS.7.2 Identify instruments, voice classifications (*soprano, alto, tenor, bass*), and a variety of performing ensembles aurally and visually

Standard 5 – Music Culture

MS.8 Students will identify musical characteristics of music from various cultures.

Standard 6 – Cross-Curricular Connection

MS.9 The student will investigate the role of music in society.

MS.9.1 Identify career pathways in music

MS.9.2 Identify the influence of daily music experience in one's personal life

MS.10 The student will identify and demonstrate the relationships between music and other disciplines.

Standard 7 – Citizenship

MS.11 Students will demonstrate appropriate etiquette for the context and style of music being performed as a participant and/or listener.

MS.11.1 Exhibit respect for the contributions of self and others within a music setting

Art

Examples are given as suggestions and not meant as requirements.

Visual Art – 8th Grade

The standards for grades six, seven and eight will use the elements of art and principles of design as a framework to investigate a variety of experiences and concepts. Skills and concepts can vary among these three grade levels, with all achieved by the end of eighth grade.

The standards in grade eight focus on the synthesis and application of previously learned concepts. The students will be able to apply more complex technical skills and manipulate the elements of art and principles of design, art media, and ideas. Students will acquire art skills that enable them to make conscious choices of media and techniques for expressive purposes.

Emphasis should be placed on the artistic process including idea development, production and reflection to achieve a final piece of art.

Skills

A.8.1. Demonstrate safety and stewardship of materials

A.8.2. Further expand and develop the use of the elements of art and the principles of design

A.8.3. Drawing-

A.8.3.a. Create value through stippling, hatching and cross hatching

A.8.4. Use mixed media

A.8.4.a. Students should use their own knowledge of at least 2 types of media to create a 2D work of art

A.8.5. Painting

A.8.5.a. Use advanced painting techniques (*for example-Use watercolor techniques: adding other materials to wet paint, such as rubbing alcohol and salt*)

A.8.6. Sculpture

A.8.6.a. Students should use their own knowledge of materials to create a 3D work of art

A.8.7. Printmaking

A.8.7.a. Use advanced printmaking techniques and/or processes (*Example: multiple prints on one page, printmaking combined with other media or screen printing*)

Creative Expression

Students should be encouraged to incorporate their own unique style and elements into their artwork to emphasize their individuality and avoid “cookie cutter artwork.”

- A.8.8. Demonstrate self-expression in creating works of art based on:
 - A.8.8.a. the Catholic faith (*Example: modern cathedral design with the study of Cathedral Architecture*)
 - A.8.8.b. a social or cultural event
 - A.8.8.c. service to a community (*Example: placemats for a nursing home, cards for veterans, school auction item, mini sketchbooks for hospitals, origami flower bouquets, joke books, etc. as community outreach*)
- A.8.9. Identify and analyze the use of typography in graphic arts (*Example: printing a logo design for a local company, calligraphy*)
- A.8.10. Emphasize artistic processes including idea development, production and reflection to achieve final art solutions in personal works of art by documenting preparations and rough drafts
- A.8.11. Use masterpieces/famous works as inspiration to create a work of art
- A.8.12. Discuss artistic choices made in the creation of your artwork (*Example: Create authentic solutions for a real design need such as create a logo design for a new school club or design a t-shirt for a fundraiser*)
- A.8.13. Express personal identity through a work of art

Art Heritage

- A.8.14. Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art (*Example: cathedral layout footprint is a cross with the altar always in the east, Analyze Our Lady of Guadalupe-stars on her robe relate to constellations, color of her sash*)
- A.8.15. Discuss religious, social, cultural and historical context in relation to a work of art
- A.8.16. Discuss ways art can be persuasive (*Example: Paintings done during the Civil War were used to inform citizens in the way that television and Internet are used today. How did Our Lady of Guadalupe help convert the native peoples of Mexico?*)
- A.8.17. Identify styles and themes in works of art from specific historical times and places
- A.8.18. Discuss the characteristics and benefit of public art and monuments (*Example: students can come up with an idea for a public work of art for their school after viewing examples of public art.*)
- A.8.19. Identify major art movements and influential artists in the 20th & 21st centuries

Aesthetic Judgment

- A.8.20. Use age appropriate art vocabulary to:

- A.8.20.a. Critique an artwork emphasizing the elements of art and the principles of design
 - A.8.20.b. Critique personal work and the work of others
 - A.8.20.c. Discuss and analyze the purpose, value and meaning of works of art
 - A.8.20.d. Explore and identify subjects, themes and symbols as they relate to meaning in works of art
- A.8.21. Explore careers in the visual arts: recognize the role of creativity in the modern workplace (*Example: medical technologies, medical devices*)

Library



LIBRARY

Grade 8

- L.8.1.A.1 (R) Explain that libraries (school, public, other) are places to store and retrieve ideas and information
- L.8.1.A.2 (R) Explain that libraries can be virtual or physical spaces with both print and digital content
- L.8.1.A.3 (R) Explain that libraries are places to collaborate, create and share information
- L.8.1.B.2 (R) Identify different sections of the library as grade appropriate (Fic, NF, Ref, Easy, Biography, according to local organization)
- L.8.1.B.3 (R) Locate catalog/automated catalog OPAC
- L.8.1.C.1 (R) Replace materials (books, etc.) in proper place when finished
- L.8.1.C.2 (R) Use and care for library materials appropriately
- L.8.1.C.3 (R) Follow local circulation procedures
- L.8.1.D.3 (M) Identify types of print and digital media available in libraries (books, periodicals, databases, digital resources.)
- L.8.2.A.1 (R) Explain how books are shelved in the library
- L.8.2.A.2 (R) Use local classification schemes to find library materials (Dewey, genre, other)
- L.8.2.B.1 (R) Search by author, title, subject, and/or keyword, series
- L.8.2.B.2 (M) Use advanced search strategies
- L.8.2.B.3 (R) Identify call number and circulation status of library materials
- L.8.2.B.4 (R) Identify bibliographic information in a catalog record as it relates to title page/verso of a book (publisher, copyright date)
- L.8.2.B.5 (R) Identify additional information in a catalog record (summary, subjects, awards, reviews, etc.)
- L.8.2.B.6 (R) Access patron account to use individualized features (Ebook, holds, write reviews, etc.) as available
- L.8.3.1 (R) Identify and read books of various genres and formats
- L.8.3.2 (M) Identify author's purpose
- L.8.3.3 (R) Identify and explain the significance of appropriate notable awards for children's literature
- L.8.3.4 (R) Use self-assessment tools for selecting books of appropriate reading levels for enjoyment and information
- L.8.3.5 (R) Distinguish between contemporary and classic literature
- L.8.3.6 (D) Discuss how illustrations and other features (ex: endpapers, cover, etc.) tell story and/or extend the text
- L.8.3.7 (D) Explain how artwork expresses mood and tone of the work



- L.8.4.A.1 (D) Recognize the need for information and research ideas
- L.8.4.A.2 (D) Verify and Use Background Knowledge
- L.8.4.B.1 (D) Match information needed with appropriate sources
- L.8.4.B.2 (D) Identify resources available through the public library and other institutions
- L.8.4.B.3 (D) Locate bibliographic information for citation
- L.8.4.B.4 (D) Use effective search strategies and advanced search fields to narrow or broaden digital information results
- L.8.4.B.5 (I) Select the appropriate database or specialized reference materials to solve information and research problems as assigned by subject area teachers
- L.8.4.B.6 (M) Identify and use text features to enhance understanding (ex: captions, graphs, table of contents, index, glossary, etc.)
- L.8.4.C.1 (D) Compare and analyze digital and print information gathered
- L.8.4.C.2 (D) Evaluate purpose, scope, authority of information resources
- L.8.4.C.3 (I) Identify potential bias or false information
- L.8.4.C.4 (D) Differentiate between primary and secondary sources
- L.8.4.D.1 (D) Monitor gathered information, and assess for gaps or inconsistencies before producing final product
- L.8.4.D.2 (D) Discriminate among relevant and irrelevant information
- L.8.4.D.3 (D) Organize information in a logical and useful sequence for presentation
- L.8.4.D.4 (R) Collaborate with others to broaden and deepen understanding of information
- L.8.4.D.5 (R) Create new product based on information gathered
- L.8.5.1 (M) Abide by Acceptable Use Policy guidelines of school and understand the Internet is a global community
- L.8.5.2 (D) Apply Christian values to maintaining a positive digital footprint (respecting privacy, Internet habits, etc.)
- L.8.5.3 (R) Define the term "copyright" and explain Creative Commons
- L.8.5.4 (D) Understand the basics of Fair Use for educational purposes
- L.8.5.5 (R) Define the term "plagiarism" and the consequences of plagiarism
- L.8.5.6 (M) Credit sources using a Works Cited page or bibliography for classroom assignments (MLA, APA, etc.)

Technology



EIGHTH GRADE TECHNOLOGY STANDARDS

Standard 1.0 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- T.8.1.A Demonstrate knowledge of the nature and operation of technology systems**
- T.8.1.A.1 Match hardware components to their functions (Input, Output, Storage, Processing)
 - T.8.1.A.2 Demonstrate the proper care of the computer hardware and software
 - T.8.1.A.3 Demonstrate understanding of the basics of the operating system and its relationship to application software
 - T.8.1.A.4 Describe the evolution of the computer and its inherent obsolescence; identify the connections and time chronology in the development of computers; identify the challenges and limitations posed by early computing machines
- T.8.1.B Demonstrate proficiency in the use of technology**
- T.8.1.B.1 Use file management (such as creating folders and organizing files within folders)
 - T.8.1.B.2 Use proper keyboarding skills techniques to increase speed to a goal of 30 wpm with 95% accuracy and shortcut keys
 - T.8.1.B.3 Choose and integrate appropriate multiple applications to perform an assigned task
 - T.8.1.B.4 Understand file management functions and differentiate between local and cloud storage. Reinforce the concept of the hierarchy of storage so students understand not only how to save but where to save and save as in other formats such as PDF, CSV, etc. This should include creating folders/labels for email for organization.
 - T.8.1.B.5 Understand the use of digital calendars for organization of projects, reports and other material management.

Standard 2.0 – Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- T.8.2.A Technology and Society: Evaluate how technology affects the individual and society**
- T.8.2.A.1 Evaluate technology's influence on the individual and society
 - T.8.2.A.2 Evaluate technology's impact on the environment
 - T.8.2.A.3 Evaluate the use of technology to solve a societal issue
 - T.8.2.A.4 Reinforce taking our Catholic values that we use in our real world into the digital world. Use proper Christian values and etiquette when participating in online conferencing and discussion boards



T.8.2.A.5 Address the permanence of uploads, including email and social media.

T.8.2.B Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information

T.8.2.B.1 Explain the purpose of and follow the acceptable use policy

T.8.2.B.2 Explain the potential harm of intrusive applications (such as malware, worms, viruses, spyware, pop-up windows, clickbait, etc.) and safeguards for limiting exposure to these

T.8.2.B.3 Use safe and correct security procedures (such as protecting/updating password and user ID)

T.8.2.C Ethical and Legal Issues: Demonstrate an understanding of current legal standards

T.8.2.C.1 Comply with copyright laws and fair use provisions when using digital content

T.8.2.C.2 Use electronic resources appropriately (such as paraphrasing)

T.8.2.C.3 Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago)

T.8.2.D Ethical and Legal Issues: Understand current online safety guidelines

T.8.2.D.1 Understand that the Internet offers access to multiple digital communities with differing guidelines

T.8.2.D.2 Explain and practice safety and privacy issues related to using the Internet

T.8.2.D.3 Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)

T.8.2.D.4 Describe procedures for exiting an inappropriate site (such as clicking the home or back button, or turning off the monitor, and then notifying an adult)

T.8.2.D.5 Explain the importance of firewalls and filtering systems

Standard 3.0 – Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

T.8.3.A Use technology to locate, evaluate, and organize information from a variety of sources

T.8.3.A.1 Select relevant information (content and images) from appropriate technology resources

T.8.3.A.2 Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use) and use traditional sources to verify and supplement

T.8.3.A.3 Refine search strategies for age-appropriate Web search tools, library catalogs, or electronic databases

T.8.3.A.4 Collect and organize information using technology tools (such as word processor, graphics program, presentation tool, and spreadsheet)



- T.8.3.A.5 Evaluate and explain why specific technology tools are selected to organize and present information for specific tasks
- T.8.3.A.6 Describe telecommunications and networking terminology and concepts (LAN, URL, wireless, cloud computing, website, homepage, link, Internet, browser, etc.)
- T.8.3.B Create and use spreadsheets/databases to evaluate information**
- T.8.3.B.1 Enter and format data (define fields, enter data, format data, format headings, worksheet tabs, etc.)
- T.8.3.B.2 Organize data (cut, copy, paste, sort data, inserting/deleting rows, etc.)
- T.8.3.B.3 Print data tables and graphs (print preview, setup, gridlines, etc.)
- T.8.3.B.4 Calculate information (formulas, functions, etc.)
- T.8.3.B.5 Graph data effectively (create, format, modify charts, etc.)
- T.8.3.B.6 Integrating graphics into spreadsheets and spreadsheets into word processing documents, presentations, etc.

Standard 4.0 – Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

- T.8.4.A Creativity/Innovation – Multimedia/Idea Presentation/Editing/Evaluating: Select and use technology to express ideas**
- T.8.4.A.1 Multimedia: Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recordings
- T.8.4.A.2 Idea Presentation: Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience
- T.8.4.A.3 Editing: Change, edit, and revise graphs, graphics, presentations, and word processing documents
- T.8.4.A.4 Evaluating: Evaluate student-created product design based on purpose, audience, and format
- T.8.4.B Learning: Select and use technology tools to enhance learning**
- T.8.4.B.1 Use technology tools, including software and hardware, to learn new content or reinforce skills
- T.8.4.B.2 Defend the selection of a specific technology tool to complete a learning task



Standard 5.0 –Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

- T.8.5.A Productivity and Problem Solving: Select and use technology tools to increase productivity**
- T.8.5.A.1 Defend the selected technology tools to complete tasks efficiently (e.g., Science project)
 - T.8.5.A.2 Create new documents to complete learning assignments and demonstrate new understanding (consider using Web 2.0 tools instead of traditional Office programs)
 - T.8.5.A.3 Use word processing technology when appropriate
 - T.8.5.A.4 Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation
 - T.8.5.A.5 Collect, manipulate, analyze, and display data and information using tools such as calculators and computers
 - T.8.5.A.6 Input and analyze information in a spreadsheet or database (e.g., Science project)
 - T.8.5.A.7 Create an algorithm (e.g., Hour of Code, Scratch, Made with Code, Khan Academy)
 - T.8.5.A.8 Implement problem-solving solutions using a programming language, incorporating one or more of the following: looping behavior, conditional statements, logic, expressions, variables, and functions

Standard 6.0 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.

- T.8.6.A Communication – Tools: Select and use technology for communication**
- T.8.6.A.1 Use communication tools (such as email, discussion boards, online conferences, Learning Management Systems, portfolios) to gather information, share ideas, and respond to questions
 - T.8.6.A.2 Present information independently to various audiences
- T.8.6.B Communication - Media Formats: Use and explain the purposes of different media formats**
- T.8.6.B.1 Communicate independently with various audiences using different media formats
 - T.8.6.B.2 Evaluate the appropriateness of media formats for various purposes



Standard 7.0 - Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

T.8.7.A Collaboration: Select and use technology tools to encourage collaboration

T.8.7.A.1 Use technology tools to work collaboratively within the school community

T.8.7.A.2 Use technology tools to exchange ideas with individuals or groups outside of the school community

T.8.7.A.3 Articulate the advantages of collaboration supported by technology tools