

Addison School District

4



Eighth Grade

Essential Learning Standards Handbook

Our Mission

We believe in **EXCELLENCE 4 ALL**

Our Vision

The Addison School District 4 Community...

- Provides a safe, nurturing, and innovative learning environment;
- Empowers all students to achieve success while embracing and celebrating individual differences; and
- Develops life-long learners with a global perspective.

This publication is designed to help you better understand the Addison School District 4 **Eighth Grade Curriculum** presented at Indian Trail Junior High School.

Included you will find a summary of all Eighth Grade subject areas outlined by the **Essential Learning Standards** (bold and underlined) with specific **skill descriptors** (bulleted) for each content area. All Essential Learning Standards are aligned with Common Core and Illinois Learning Standards and are designed to accurately measure student progress.

In each curricular area, progress will be recorded using the following *Standards Marks* on the Student Learning Profile (SLP):

- **ME** Meeting Standards with Excellence
- **MS** Meeting Standards
- **AS** Approaching Standards
- **AC** Area of Concern

Our goal is to design instruction that focuses on the learning needs of **ALL** students to develop critical thinkers, collaborators, problem solvers, and creators.

It is the district's goal to engage all students as active participants in learning and to evaluate the instructional program based on student performance progress.

Ardmore School

644 S. Ardmore
Addison, IL 60101
(630) 458-2900

Army Trail School

346 Army Trail Blvd
Addison, IL 60101
(630) 458-2502

Early Learning Center

650 S. Ardmore
Addison, IL 60101
(630) 458-3075

Fullerton School

400 S. Michigan
Addison, IL 60101
(630) 458-2950

Indian Trail Jr. High

222 Kennedy Dr.
Addison, IL 60101
(630) 458-2600

Lake Park School

330 W. Lake Park Dr.
Addison, IL 60101
(630) 458-3010

Lincoln School

720 N. Lincoln
Addison, IL 60101
(630) 458-3040

Stone School

1404 W. Stone
Addison, IL 60101
(630) 628-4020

Updated 06/16

Standards Mark		Standards Mark Description
ME	Meeting with Excellence	Students consistently extend grade level and/or course level expectations. Students independently apply and evaluate Essential Learning Standards and Skills at an advanced level. Learning Objectives – argue, critique, produce, interpret, verify, judge, create, devise, synthesize, deduce “WOW” - <i>Exemplary, Exceptional, High Quality, In-Depth, Superb, Outstanding, Above and Beyond</i>
MS	Meeting Standards	Students consistently meet grade level and/or course level expectations with very little or no guidance. Students are able to demonstrate and apply Essential Learning Standards and Skills at a proficient level. Learning Objectives – remember, define, label, understand, compare, demonstrate, predict, convert, discuss, analyze, explain, classify “YES” - <i>Skilled, Adept, Solid, Capable</i>
AS	Approaching Standards	Students are developing understanding of grade level and/or course level expectations but are in need of additional support. Students are able to demonstrate and apply Essential Learning Standards and Skills with guidance at a progressive level. “YES, BUT....” - <i>Limited, Predictable, Within Reason, Generally Accurate</i>
AC	Area of Concern	Students are not making adequate progress toward grade level and/or course level expectations. Students do not demonstrate application of Essential Learning Standards and Skills even with additional guidance. “NO, BUT....” - <i>Unsuccessful, Partial, Well Below, Inadequate, Misconception, Errors, Omissions</i>

It is expected that ALL students **Meet Standards** in ALL subject areas. “Meeting Standards” means that students are demonstrating high achievement using course level material. In order for students to “Meet Standards,” they must consistently show proficiency and mastery of Essential Learning Standards. Students who are inconsistent in meeting the standards will be considered “Approaching Standards.” Students who are “Approaching Standards” may be working at or below grade level and may require assistance in order to master content. Students who lack mastery of content will be considered “Area of Concern.” Students receiving “Area of Concern” require substantial support.

“Meeting with Excellence,” indicates a student is extending beyond the course level expectations. The student is doing so, independently without teacher support. Achieving “Meeting with Excellence” is difficult to attain. However, students will be given opportunities embedded in classroom activities and assessments to demonstrate exemplary ME understanding.

Standards Mark		PBIS Classroom Behavior Mark Description
ME	Meeting with Excellence	Students independently demonstrate and apply PBIS expectations without being prompted. Students exhibit leadership skills and act as positive role models. “WOW” behavior is: Exemplary, Superb, Outstanding, Highly Commendable
MS	Meeting Standards	Students demonstrate high achievement under PBIS expectations with little to no redirection needed. “YES” behavior is: Consistent, Reliable, Good, Minimal Redirections Needed
AS	Approaching Standards	Students inconsistently demonstrate achievement under PBIS expectations. Redirections and/or behavioral interventions are needed. “YES, BUT....” behavior is: Fair, Inconsistent, Needs Redirection, Needs Behavior Reflection & Interventions
AC	Area of Concern	Students do not demonstrate PBIS expectations, even with additional redirection. “NO, BUT....” behavior is: Poor, Well Below Expectations, Difficulty Following Redirection, Worthy of Referral / Removal

It is expected that ALL students **Meet Standards** in ALL subject areas. “Meeting Standards” means that students are demonstrating high achievement using PBIS Expectations. In order for students to “Meet Standards,” they must consistently demonstrate and apply the Classroom Expectations. They can independently demonstrate and apply the Classroom Expectations. Students who are inconsistent in meeting the standards will be considered “Approaching Standards.” Students who are “Approaching Standards” are developing understanding with the need of direct teacher support. They are able to demonstrate and apply the Classroom Expectations with redirection. Students who are not developing understanding and are in need of much support will be considered “Area of Concern.” Students receiving “Area of Concern” are not able to demonstrate the Classroom Expectations, even with additional redirection.

“Meeting with Excellence” indicates a student is independently demonstrating and applying PBIS expectations. The student is consistently respectful to staff and peers. Students are able to respectfully monitor each other and act as positive role models.

8th Grade
Essential Learning Standards

2016-2017

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CORE CURRICULAR AREAS

LANGUAGE ARTS (GENERAL & ACCELERATED)

- 8.01 READING COMPREHENSION - Applies strategies to increase comprehension and communicate information**
- Reads and comprehends literature and literary nonfiction
 - Cites textual evidence that is an analysis of the text, both explicitly and inferentially
 - Determines the theme or central idea of a text and analyzes development over the course of the text in order to provide a holistic and objective summary of the text
 - Analyzes how dialogue and incidents in a story or drama propel action, character development, and provoke a decision which may include a mental/visual representation
 - Analyzes how modern work alludes to themes, patterns of events, or character types from traditional or historical texts
 - Compares and contrasts the structure of two or more texts and analyzes how the differences create meaning and style
 - Analyzes how points of view of the characters, audience, and reader (dramatic irony) create such effects as suspense and humor
 - Analyzes the extent to which a film or life production of a story or drama stays faithful or departs from the text, evaluating the directorial choices
 - Evaluates the argument and specific claims in a text, assessing whether the reasoning is appropriate
 - Analyzes two or more conflicting ideas within multiple texts regarding the same topic to identify where the texts differ
- 8.02 VOCABULARY - Applies word analysis to improve vocabulary skills**
- Determines the meaning of words and phrases in a text, including figurative and connotative meanings, as well as analyzes the impact of word choice in textual meaning and tone
 - Determines, clarifies, and accurately uses academic and domain-specific words and phrases by accessing knowledge of morphemes
 - Demonstrates the ability to understand figurative language, word relationships, and nuances in word meanings
- 8.03 GRAMMAR & CONVENTIONS - Edits and revises written work for correct sentence structure and accurate spelling**
- Demonstrates command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling when writing
 - With some support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on purpose and audience
- 8.04 WRITTEN EXPRESSION - Composes well-organized, supported and coherent writing for a variety of purposes and audiences in a variety of formats**
- Routinely produces coherent writing in which the development, organization, and style are appropriate to task, purpose and audience
 - Writes arguments to support claims with clear reasons and relevant evidence, both in favor and in opposition of the argument (addresses counterarguments)
 - Writes informative/explanatory texts to examine a topic and conveys ideas, concepts, and information using a variety of writing styles
 - Writes narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences to show relationships
- 8.05 RESEARCH - Researches information and shares findings in a variety of formats**
- Uses technology, including the Internet, to produce and publish writing utilizing cited sources to present relationships between information and ideas efficiently
 - Conducts research projects to answer a question, drawing on several sources and generating additional related, focused questions for multiple avenues of investigation
 - Assesses the credibility and accuracy of each source, quotes or paraphrases the data, draws conclusions while avoiding plagiarism, and follows a standard format for citation
- 8.06 ORAL PRESENTATION - Speaks and listens effectively in a variety of situations**
- Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) while building on others' ideas, creating connections, expressing and defending their own views
 - Analyzes the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally), and evaluates the motives behind the presentation regarding the topic, text, or issue under study
 - Assesses a speaker's argument and claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence while identifying irrelevant evidence presented
 - Presents claims and findings, emphasizing key points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details using appropriate eye contact, adequate volume, and clear pronunciation
 - Includes multimedia components and visual displays in presentations to clarify information, strengthen claims, and add interest in a timely fashion
 - Adapts speech to a variety of contexts and tasks, demonstrating command of Standard English
- 8.07 Completes Daily Work and Assignments**
- 8.08 Demonstrates PBIS Classroom Behavioral Expectations**

MATHEMATICS

Expressions and Equations (8.EE)

8.01 Work with radicals, integer exponents, and scientific notation

- CCM8.EE.1: Know and apply the properties of integer exponents to generate equivalent numerical expressions
- CCM8.EE.2: Use square root and cube root symbols to represent solutions to equations. Evaluate perfect squares and perfect cube roots.
- CCM8.EE.3: Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities.
- CCM8.EE.4: Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used.

8.02 Understand the connections between proportional relationships and linear equations

- CCM8.EE.5: Graph proportional relationships, interpreting the unit rate as the slope of the graph.
- CCM8.EE.6: Use similar triangles to explain why the slope is the same between any two points on a line. Use slope-intercept form of an equation.

8.03 Analyze and solve linear equations

- CCM8.EE.7: Solve linear equations in one variable
- CCM8.EE.7a: Know that some linear equation have one solution, many solutions, or no solutions.
- CCM8.EE.7b: Solve linear equations using the distributive property and combining like terms.

8.04 Analyze and solve simultaneous linear systems (equations)

- CCM8.EE.8a: Solve linear systems by graphing
- CCM8.EE.8b: Solve linear systems algebraically, by substitution.
- CCM8.EE.8c: Solve real-world problems that lead to two linear equations in two variables.

Functions (8.F)

8.05 Define, evaluate compare functions, and model relationships with functions

- CCM8.F.1: Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs.
- CCM8.F.2: Compare properties of two functions each represented in a different way.
- CCM8.F.3: Interpret the equation $y=mx+b$ as finding a linear function, whose graph is a straight line.
- CCM8.F.4: Construct a function to model a linear relationship between two quantities. Determine the slope from a table, graph, and formula.
- CCM8.F.5: Describe qualitatively the functional relationship between two quantities by analyzing a graph.

Geometry (8.G)

8.06 Understands transformation and congruence and similarity using physical models

- CCM8.G.1: Verify experimentally the properties of rotations, reflections, and translations.
- CCM8.G.1a: Lines are taken to lines, and line segments to line segments of the same length
- CCM8.G.1b: Angles are taken to angles
- CCM8.G.1c: Parallel lines are taken to parallel lines
- CCM8.G.2: Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; describe that sequence.
- CCM8.G.3: Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates
- CCM8.G.4: Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; describe.
- CCM8.G.5: Understand the relationships formed when parallel lines are intersected by a third line called a transversal.

8.07 Understand and apply the Pythagorean Theorem

- CCM8.G.6: Explain a proof of the Pythagorean Theorem and its converse.
- CCM8.G.7: Apply the Pythagorean Theorem to determine unknown side lengths.
- CCM8.G.8: Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

8.08 Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres

- CCM8.G.9: Know the formulas for the volumes of cones, cylinders, and spheres.

Statistics and Probability (8.SP)

8.09 Understand and investigate patterns of association in bivariate data

- CCM8.SP.1: Make and interpret scatter plots describing patterns in two variable data including trends, cluster, outliers, and associations.
- CCM8.SP.2: Draw a trend line to model data and make predictions
- CCM8.SP.3: Write an equation for a trend line that models two-variable data. Interpret the slope and y-intercept of the line and use the equation to make predictions.
- CCM8.SP.4: Use two-way tables to organize data and calculate relative frequencies. Use relative frequencies to describe associations between two variables or events.

8.10 Fluent in basic integer operations

- Solves addition, subtraction, multiplication, and division problems

8.11 Completes Daily Work and Assignments

8.12 Demonstrates PBIS Classroom Behavioral Expectations

SCIENCE

8.01 Applies Scientific Practices and Engineering Design

- Planning and carrying out investigations
- Analyzing and interpreting data
- Asking questions and defining problems
- Developing and using models
- Using mathematics, information, and technology, and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

8.02 Knows and applies the concepts of Life Science

- LS1: From Molecules to Organisms: Structures and Processes
- LS2: Ecosystems: Interactions, Energy, and Dynamics
- LS3: Heredity: Inheritance and Variation of Traits
- LS4: Biological Evolution: Unity and Diversity

8.03 Knows and applies the concepts of Physical Science

- PS1: MATTER AND ITS INTERACTIONS
- PS2: MOTION AND STABILITY: FORCES AND INTERACTIONS
- PS3: ENERGY
- PS4: WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER

8.04 Knows and applies the concepts of Earth Science

- ESS1: EARTH'S PLACE IN THE UNIVERSE
- ESS2: EARTH'S SYSTEMS
- ESS3: EARTH AND HUMAN ACTIVITY

8.05 Literacy in Science

- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- Write arguments focused on discipline-specific content.
- Write informative/explanatory texts.
- Communicates findings in a variety of formats based on non-fiction texts.

8.06 Completes Daily Work and Assignments

8.07 Demonstrates PBIS Classroom Behavioral Expectations

SOCIAL SCIENCE

8.01 Understands political systems, with an emphasis on the United States

- Analyzes the treatment of different groups of people during the late 19th and early 20th century
- Explains the role of the United States in a historical event through imperialism and World War I
- Compare and contrast different forms of government.
- Compares and contrasts competing viewpoints on a political issue in the 20th Century

8.02 Understands economic systems with an emphasis on the United States

- Explains the economic impact of an early industrialist
- Compare and contrast the US economy during and after WWI
- Analyzes factors leading to unemployment during the Great Depression
- Provides examples of comparative advantage in the 20th Century

8.03 Understands events, trends, individuals and movements shaping the history of Illinois, the United States and other nations

- Examines the contributions of individuals or political groups in American history
- Analyzes the causes of World War I
- Explains the causes of the Great Depression and/or World War II
- Defends a position of a significant person or event in the 20th Century

8.04 Understand world geography and the effects of geography on society, with an emphasis on the United States

- Research and present the various regions of the U.S. and their impact on the rest of the country.
- Analyzes maps showing changes of territories before, during, and after World War I
- Predicts the cause and effect of an extreme weather phenomenon on a historical event
- Identify the areas most affected by the Cold War.

8.05 Understands social systems, with an emphasis on the United States

- Describes the life of various peoples in America during the late 19th and early 20th century
- Understands how historical events have affected the status of minority groups
- Compares and contrasts different forms of government
- Explains social and political consequences of war

8.06 Literacy in Social Science

- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions

- Write an argument or make a connection between non-fiction text and present day examples
- Write informative/explanatory texts
- Communicates findings in a variety of formats based on non-fiction texts

8.07 Completes Daily Work and Assignments

8.08 Demonstrates PBIS Classroom Behavioral Expectations

ALGEBRA

8.01 Understands and applies concepts of integers and rational numbers

- Solves addition, subtraction, multiplication, and division problems with integers and rational numbers
- Simplifies expressions using order of operations
- Compares and orders
- Uses distributive property
- Evaluates square roots
- Evaluates algebraic expressions for given values with multiple variables and multiple steps

8.02 Understands and applies concepts of linear equations and inequalities

- Solves and writes equations algebraically
- Solves and graphs inequalities
- Creates a table of values that will satisfy a simple linear equation and plots the points on the Cartesian plane
- Solves equations for a particular variable
- Identifies scatter plot correlations
- Solves proportions
- Solves and graphs linear inequalities
- Solves absolute value equations

8.03 Understands and applies concepts of linear systems

- Solves linear systems
- Solves systems of linear inequalities

8.04 Understands and applies concepts of exponents and exponential functions

- Uses properties of exponents
- Uses scientific notation
- Determines difference between exponential growth and decay functions

8.05 Graphs and writes linear equations

- Graphs linear equations using tables, intercepts, and slope-intercept form
- Writes equations in slope-intercept and standard form
- Writes equation for direct variation
- Write equations of parallel and perpendicular

8.06 Understands and applies concepts of polynomials and factoring

- Adds, subtracts and multiplies polynomials
- Factors polynomials

8.07 Understands and applies concepts of quadratic equations and functions

- Solves and graphs quadratic equations
- Compares linear, exponential, and quadratic equations

8.08 Understands and applies geometric concepts

- Simplifies and solves radical expressions/equations
- Uses distance and midpoint formulas
- Solves problems that involves the use of the Pythagorean Theorem

8.09 Fluent in basic integer operations.

- Solves addition, subtraction, multiplication, and division problems

8.10 Completes Daily Work and Assignments

8.11 Demonstrates PBIS Classroom Behavioral Expectations

GEOMETRY

8.01 Circles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

8.02 Congruence

- Understand congruence in terms of rigid motions
- Prove geometric theorems

8.03 Geometric Measurement & Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects

8.04 Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section

- Use coordinates to prove simple geometric theorems algebraically
- 8.05 Modeling with Geometry**
- Apply geometric concepts in modeling situations
- 8.06 Similarity, Right Triangles, & Trigonometry**
- Understand similarity in terms of similarity transformations
 - Prove theorems involving similarity
 - Define trigonometric ratios and solve problems involving right triangles
 - Apply trigonometry to general triangles
- 8.07 Completes Daily Work and Assignments**
- 8.08 Demonstrates PBIS Classroom Behavioral Expectations**

ACADEMIC INTERVENTIONS

LANGUAGE ARTS INTERVENTION

- 8.01 READING COMPREHENSION - Applies strategies to increase comprehension and communicate information**
- Reads and comprehends literature and literary nonfiction
 - Uses textual evidence to support explicit and inferential statements drawn from the text
 - Determines themes or central ideas of text and analyzes development over the course of the text; provides an objective summary of the text
 - Analyzes story elements or interactions between individuals, events, and ideas in a text
 - Compares and contrasts a fictional portrayal of a time, place, or character from a historical account of the same period as a means of understanding how authors of fiction use or alter history
 - Evaluates and selects text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games)
 - Shows comprehension through coherent written expression
- 8.02 VOCABULARY - Applies word analysis to improve vocabulary skills**
- Determines and analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
 - Determines, clarifies, and accurately uses general academic and domain-specific words and phrases
 - Demonstrates understanding of figurative language, word relationships, and nuances in word meanings
- 8.03 Completes Daily Work and Assignments**
- 8.04 Demonstrates PBIS Classroom Behavioral Expectations**

MATHEMATICS INTERVENTION

- 8.01 Understands and applies concepts of integers and rational numbers**
- Solves addition, subtraction, multiplication, and division problems with rational numbers
 - Solves addition, subtraction, multiplication, and division problems with integers
 - Represents, compares, and orders real numbers
 - Uses scientific notation and estimates roots
 - Evaluates powers and exponents
 - Simplifying exponents using law of exponents
- 8.02 Analyzes and solves linear equations**
- Evaluates algebraic expressions for given values with multiple variables and multiple steps
 - Solves linear equations in one variable
 - Solves linear equations using the distributive property and combining like terms
- 8.03 Understands the connections between proportional relationships and linear equations**
- Determines and graphs x & y intercepts
 - Graphs linear equations using tables, intercepts, and slope-intercept form
 - Determines slope from a graph, equation, and table
 - Evaluates slope from ordered pairs
 - Calculates constant rate of change
 - Writes linear equations in slope-intercept form
 - Graphs linear and nonlinear equations
- 8.04 Understands congruence and similarity using physical models**
- Uses similar and congruent polygons to calculate missing sides and angles
 - Determines angle measures with transversals
 - Solves for missing angles of polygons
- 8.05 Understands and applies the Pythagorean Theorem**
- Applies the Pythagorean Theorem to determine unknown side lengths
- 8.06 Solves real-world and mathematical problems involving volume of cylinders, cones, and spheres**
- Uses formulas for determining volume of rectangular prisms, cylinders, cones, and spheres
- 8.07 Fluent in Basic Math Operations**

- Recalls multiplication and division facts up to 12
- Solves basic problems with exponents, fractions, and decimals.

8.08 Completes Daily Work and Assignments

8.09 Demonstrates PBIS Classroom Behavioral Expectations

PERFORMING ARTS

PERFORMING ARTS

8.01 Knows the language of the arts

- Introduction of vibrato
- Identifies and analyzes musical characteristics in recorded and live performances and describes those elements using proper musical terminology
- Identifies through listening a variety of musical forms and correctly labels them using proper musical terminology
- Identifies and demonstrates changes in expressive musical elements
- Performs with expression and accuracy in a variety of musical styles

8.02 Through creating and performing, understand how works of art are produced

- Assesses the reading and interpretation of traditional music notation in a varied repertoire
- Describes and demonstrates the process involved in composing, conducting, and performing music
- Performs pieces in mixed meter
- Identifies and performs syncopated rhythms
- Plays in-tune in with self and others
- Uses correct technique to produce a proper tone

8.03 Analyze how the arts function in history, society and everyday life

- Demonstrates good audience behavior and evaluates the behavior of self and others
- Explain how musical selections relate to the environment in which they are performed
- Describe how the site influences the audience and the way the audience responds
- Compares and contrasts how the arts function in different types of ceremonies
- Demonstrates appropriate performance etiquette/stage presentation

8.04 Demonstrates understanding and meets the requirements of membership in a performing ensemble

- Attends and participates in performances
- Attends and participates in weekly lunch lessons
- Comes prepared for each lunch lesson and rehearsal with all lesson materials and a well maintained instrument

8.05 Completes Daily Work and Assignments

- Completes and turns in assignments given during class

8.06 Demonstrates PBIS Classroom Behavioral Expectations

- Shows focus in class
- Demonstrates consistent effort
- Stores instrument in designated secure area
- Effectively maintains an organized music folder
- Consistently demonstrates proper use of equipment and materials
- Follows verbal and non-verbal cues of the teacher

PHYSICAL EDUCATION

PHYSICAL EDUCATION

8.01 Acquires movement and motor skills and understands concepts necessary to engage in moderate to vigorous physical activity

- Demonstrates competency in a variety of motor skills, movement patterns, and manipulative skills in selected activities, games, and sports
- Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance
- Demonstrates knowledge of rules, safety, strategies, and etiquette during physical activity

8.02 Demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical fitness

- Identifies the benefits of physical activity for health, enjoyment, and challenge
- Knows and applies the principles and components of fitness as applied to learning and performance of physical activities.
- Assess individual fitness levels
- Sets realistic goals based on fitness data and develops, implements, and monitors an individual fitness improvement plan

8.03 Literacy in Physical Education.

- Can identify the key ideas and details from a passage or selected text
- Acquires and uses appropriate content-related vocabulary
- Reads and comprehends informational texts independently and proficiently at their instructional level

8.04 Completes Daily Work and Assignments

- Preparation: May include, but not limited to being prepared for class (P.E. shirt, shorts, sweats, I.T. Spirit wear, and proper shoes).

8.05 Demonstrates PBIS Behavioral Expectations.

- Participation: May include, but not limited to active participation and appropriate behavior.

RESOURCE

RESOURCE

8.01 Completes Daily Work and Assignments

8.02 Demonstrates PBIS Classroom Behavioral Expectations

EXPLORATORY ROTATION 1

ART

8.01 Understands and applies the language of the arts

- Identifies and applies the Elements of Art and Principles of Design to individual artwork

8.02 Understands and applies processes, tools, skills and knowledge to create artwork

- Uses a variety of tools to demonstrate knowledge and techniques in specific types of art

8.03 Understands and applies the role of the arts, past and present, in society

- Understands how the arts shape and reflect history, society and everyday life

8.04 Completes Daily Work and Assignments

8.05 Demonstrates PBIS Classroom Behavioral Expectations

COMPUTERS

8.01 Understands and Applies Basic Computer Concepts

- Continued reinforcement of keyboarding skills
- Proofread documents to ensure that they are clear and concise
- Use Excel software to collect and calculate data
- Create graphs and charts from collected data in Excel
- Apply editing and enhancement features in all Microsoft applications
- Incorporate advanced features of software to accomplish tasks efficiently
- Demonstrate the ability to use word processing and desktop publishing software to create specialized business, promotional and personal documents

8.02 Demonstrates Appropriate Use of Internet and Internet Sites

- Understands and demonstrates district's AUP (Copyright Laws, Cyber Safety, Authorized Use, etc.)
- Reiterates expectations of privacy and ethical issues
- Accesses appropriate search engines relative to topic of the most productive results
- Identifies keywords that retrieve relevant resources
- Evaluates web sites for credibility
- Sites internet sources appropriately
- Uses online resources to enhance presentations

8.03 Understands and Applies the Uses of Visual Design in Graphic Design Projects

- Identifies factors affecting the readability of text
- Analyzes and evaluates documents for the appropriate use of basic design concepts
- Demonstrates use of basic design concepts using various photo/graphic editing software
- Provides students opportunities to collaborate in designing, creating and critiquing a variety of specialized documents

8.04 Completes Daily Work and Assignments

8.05 Demonstrates PBIS Classroom Behavioral Expectations

FAMILY AND CONSUMER SCIENCE

8.01 Demonstrates hand sewing skills

- Understands the purpose of and performs the running stitch, overcast stitch, backstitch, blanket stitch, and chain stitch.
- Demonstrates proper sewing techniques to apply a variety of materials to fabric.

8.02 Understands and applies knowledge of nutrition

- Reads and understands food labels in order to make healthy meal choices.
- Practices good hygiene, accurate measuring techniques, and the ability to read recipes in a food lab setting.

8.03 Utilizes resources to positively enhance personal development

- Understands how drugs and alcohol negatively affect the body and the legal consequences of using them.
- Identifies the best way to refuse drug and alcohol offers and how to act assertively.

8.04 Completes Daily Work and Assignments

8.05 Demonstrates PBIS Classroom Behavioral Expectations

GENERAL MUSIC

- 8.01 **Understands and applies the language of the arts**
- Students knows how to use the vocabulary musicians' use
- 8.02 **Understands and applies processes, tools, skills and knowledge to create music**
- Student knows how to read rhythms and notes on the musical staff, and applies this skill to playing the keyboard
- 8.03 **Understands the role of the arts in civilization, past and present**
- Student can analyze and relate to music from different musical periods, including the present
- 8.04 **Completes Daily Work and Assignments**
- 8.05 **Demonstrates PBIS Classroom Behavioral Expectations**

EXPLORATORY ROTATION 2

WRITING EXPLORATIONS

- 8.01 **WRITTEN EXPRESSION - Composes well-organized, supported and grammatically correct writing for a variety of purposes and audiences in a variety of formats**
- Routinely produces clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
 - Writes arguments to support claims with clear reasons and relevant evidence
 - Writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information
 - Writes narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence
- 8.02 **APPLICATION - Understand and apply written expression related to real-life applications**
- Applies concepts of written and verbal communication skills.
 - Applies concepts from non-fiction topics to real-life applications.
- 8.03 **Completes Daily Work and Assignments**
- 8.04 **Demonstrates PBIS Classroom Behavioral Expectations**

WRITING WORKSHOP

- 8.01 **WRITTEN EXPRESSION - Composes well-organized, supported and coherent writing for a variety of purposes and audiences in a variety of formats**
- Routinely produces coherent writing in which the development, organization, and style are appropriate to task, purpose and audience
 - Writes arguments to support claims with clear reasons and relevant evidence both in favor and address counter arguments
 - Writes informative/explanatory texts to examine a topic and conveys ideas, concepts, and information using a variety of writing styles
 - Writes narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences to show relationships
- 8.02 **GRAMMAR & CONVENTIONS - Edits and revises written work for correct sentence structure and accurate spelling**
- Demonstrates command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking
 - With some support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on purpose and audience
- 8.03 **Completes Daily Work and Assignments**
- 8.04 **Demonstrates PBIS Classroom Behavioral Expectations**

MATH EXPLORATIONS

- 8.01 **Understands and Applies Mathematical Concepts Related to Real-life Applications**
- Applies concepts of ratios, rates, percent, fractions, and decimals to solve problems
 - Applies concepts of data and statistics to solve problems
 - Applies concepts of area, perimeter, surface area, and volume to solve problems
- 8.02 **Develops Financial Literacy Skills**
- Develops a career plan and personal income potential
 - Identifies the costs and benefits of various types of credit, including student loans
 - Maintains records of deposits, withdrawals, and payments from bank accounts
- 8.03 **Completes Daily Work and Assignments**
- 8.04 **Demonstrates PBIS Classroom Behavioral Expectations**

GEOMETRY WORKSHOP

- 8.01 **Understands transformation, congruence and similarity using physical models or geometry software**
- Verify experimentally the properties of rotations, reflections, and translations
 - Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations
 - Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates

- Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations
 - Understand relationships formed between parallel lines and a transversal line
- 8.02 Solves problems involving volume**
- Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve problems
- 8.03 Completes Daily Work and Assignments**
- 8.04 Demonstrates PBIS Classroom Behavioral Expectations**

FOREIGN LANGUAGE

ITALIAN

- 8.01 Uses the target language to communicate within and beyond the classroom setting**
- Shows an awareness of differences between formal and informal forms of address
 - Recognizes gender and number
 - Hears differences between questions and statements
 - Responds to simple commands (e.g., stand up, sit down)
 - Asks basic memorized questions
 - Responds with memorized answers to questions that use familiar language
 - Repeats routine courtesy expressions accurately
 - Repeats formal and informal words of address
 - Imitates sounds and words with age- and stage-appropriate pronunciation
 - Identifies the written form of familiar spoken language (e.g., simple greetings, basic vocabulary)
 - Copies words and phrases in the target language
 - Categorizes words based on meaning
 - Labels familiar items (e.g., family members, classroom objects, pets)
- 8.02 Uses the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language**
- Recites common forms of courtesy (e.g., please, thank you), greetings (e.g., hello, happy birthday, congratulations), and leave-takings (e.g., goodbye, see you soon) appropriate to the time of day
 - Recognizes correct forms of courtesy in relation to another person (e.g., sir, ma'am, miss)
 - Identifies an art form related to the target language country(ies) or culture from which it originates
 - Sings or dramatize a song in the target language
 - Recognizes some important people and events in history of areas where the target language is spoken
 - Identifies areas where the target language is spoken
 - Recognizes simple geography terms in the target language
- 8.03 Uses the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines**
- Recognizes the currency of a country where the target language is spoken
 - Uses simple math vocabulary (e.g., name numbers and simple geometric shapes)
 - Names simple science terms referring to weather and nature
 - Reacts to directions given in the target language while participating in a physical activity (e.g., "Simon says.")
 - Identifies some well-known people whose native language is not English
- 8.04 Completes Daily Work and Assignments**
- 8.05 Demonstrates PBIS Classroom Behavioral Expectations**

SPANISH

- 8.01 Uses the target language to communicate within and beyond the classroom setting**
- Shows an awareness of differences between formal and informal forms of address
 - Recognizes gender and number
 - Hears differences between questions and statements
 - Responds to simple commands (e.g., stand up, sit down)
 - Asks basic memorized questions
 - Responds with memorized answers to questions that use familiar language
 - Repeats routine courtesy expressions accurately
 - Repeats formal and informal words of address
 - Imitates sounds and words with age- and stage-appropriate pronunciation
 - Identifies the written form of familiar spoken language (e.g., simple greetings, basic vocabulary)
 - Copies words and phrases in the target language
 - Categorizes words based on meaning
 - Labels familiar items (e.g., family members, classroom objects, pets)
- 8.02 Uses the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language**

- Recites common forms of courtesy (e.g., please, thank you), greetings (e.g., hello, happy birthday, congratulations), and leave-takings (e.g., goodbye, see you soon) appropriate to the time of day
- Recognizes correct forms of courtesy in relation to another person (e.g., sir, ma'am, miss)
- Identifies an art form related to the target language country(ies) or culture from which it originates
- Sing or dramatize a song in the target language
- Recognizes some important people and events in history of areas where the target language is spoken
- Identifies areas where the target language is spoken
- Recognizes simple geography terms in the target language

8.03 Uses the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines

- Recognizes the currency of a country where the target language is spoken
- Uses simple math vocabulary (e.g., name numbers and simple geometric shapes)
- Names simple science terms referring to weather and nature
- Reacts to directions given in the target language while participating in a physical activity (e.g., "Simon says.")
- Identifies some well-known people whose native language is not English

8.04 Completes Daily Work and Assignments

8.05 Demonstrates PBIS Classroom Behavioral Expectations

BILINGUAL EDUCATION PROGRAMS

ENGLISH AS A SECOND LANGUAGE (ESL) I

8.01 Uses listening to process, understand, interpret, and evaluate spoken language in a variety of situations

- Identify English alphabet letter names
- Demonstrate understanding of requests for basic personal information
- Follow simple oral classroom instructions
- Demonstrate understanding of basic life skills vocabulary
- Demonstrate understanding of yes/no and wh-questions in familiar contexts
- Respond to statements, questions and commands in routine face-to-face conversations related to immediate needs
- Listening effectively in formal and informal situations
- Respond to requests for repetition or clarification
- Recognize the relationship between letters and their sounds when reading familiar words

8.02 Uses speaking to engage in oral communication in a variety of situations for a variety of purposes and audiences

- Name the letters and sounds of the English alphabet
- Respond to questions about personal information
- Use words necessary for basic communication in school
- Use vocabulary pertaining to essential everyday needs (e.g. calendar, clothing, body parts, foods and feelings)
- Use basic greetings and polite expressions
- Respond to questions about basic personal information
- Ask and respond to simple questions using basic life skills vocabulary
- Participate in familiar social interactions
- Produce simple statements and requests related to basic needs using basic life skills vocabulary
- Participate in familiar social interactions
- Ask for repetition and clarification using simple expressions

8.03 Uses reading to process, interpret, and evaluate written language, symbols, and text with understanding and fluency

- Read vocabulary pertaining to essential everyday needs (e.g. school supplies, calendar, clothing, body parts, foods, feelings)
- Read 40 high frequency verbs
- Read basic academic directions in assignments
- Recognize the relationship between letters and their sounds when reading familiar words
- Read simple classroom instructions
- Read short sentences of previously learned vocabulary
- Read a variety of personal information word and phrases
- Read simple sentences on familiar topics

8.04 Uses writing to engage in written communication in a variety of forms for a variety of purposes and audiences

- Write simple personal information as needed
- Write frequently used words pertaining to essential everyday needs (e.g. school supplies, calendar, clothing, body parts, foods, feelings)
- Write 40 high frequency verbs
- Write simple sentences with learned vocabulary
- Write simple personal information
- Write simple familiar words, phrases and sentences
- Complete simple writing tasks related to everyday needs
- Apply capitalization and punctuation rules

8.05 Completes Daily Work and Assignments

8.06 Demonstrates PBIS Classroom Behavioral Expectations

ENGLISH AS A SECOND LANGUAGE (ESL) II

- 8.01 Uses listening to process, understand, interpret, and evaluate spoken language in a variety of situations**
- Demonstrate understanding of requests for basic personal information
 - Follow basic oral classroom instructions
 - Demonstrate understanding of basic life skills vocabulary
 - Demonstrate understanding of yes/no and wh-questions in familiar contexts
 - Respond to statements, questions and commands in routine face-to-face conversations related to immediate needs
 - Listening effectively in formal and informal situations
 - Respond to requests for repetition or clarification
 - Recognize the relationship between letters and their sounds when reading familiar words
 - Demonstrate an understanding of high frequency life skills vocabulary
 - Identify main idea and some details in a short conversation or listening activity
 - Respond to requests for repetition or clarification
- 8.02 Uses speaking to engage in oral communication in a variety of situations for a variety of purposes and audiences**
- Name the letters and sounds of the English alphabet and word families
 - Respond to questions about personal information
 - Use words necessary for basic communication in school
 - Use vocabulary pertaining to essential everyday needs (e.g. calendar, clothing, body parts, foods and feelings)
 - Use basic greetings and polite expressions
 - Respond to questions about basic personal information
 - Ask and respond to simple questions using basic life skills vocabulary
 - Participate in routine face-to-face conversations related to immediate needs
 - Participate in familiar social interactions
 - Produce simple statements and requests related to basic needs using basic life skills vocabulary
 - Participate in familiar social interactions
 - Ask for repetition and clarification using simple expressions
- 8.03 Uses reading to process, interpret, and evaluate written language, symbols, and text with understanding and fluency**
- Read vocabulary pertaining to essential everyday needs (e.g. school supplies, calendar, clothing, body parts, foods, feelings)
 - Read 40 high frequency verbs
 - Read basic academic directions in assignments
 - Recognize the relationship between letters and their sounds when reading familiar words
 - Read simple classroom instructions
 - Read short sentences of previously learned vocabulary
 - Read a variety of personal information word and phrases
 - Read simple sentences on familiar topics
 - Read short sentences of previously learned vocabulary
 - Read short, simplified paragraph on a single topic with familiar vocabulary
- 8.04 Uses writing to engage in written communication in a variety of forms for a variety of purposes and audiences**
- Write simple personal information as needed
 - Write frequently used words pertaining to essential everyday needs (e.g. school supplies, calendar, clothing, body parts, foods, feelings)
 - Write 40 high frequency verbs
 - Write simple sentences with learned vocabulary
 - Write simple personal information
 - Write simple familiar words, phrases and sentences
 - Complete simple writing tasks related to everyday needs
 - Apply capitalization and punctuation rules
 - Write short paragraphs on familiar topics
- 8.05 Completes Daily Work and Assignments**
- 8.06 Demonstrates PBIS Classroom Behavioral Expectations**

ENGLISH AS A SECOND LANGUAGE (ESL) III

- 8.01 Uses listening to process, understand, interpret, and evaluate spoken language in a variety of situations**
- Responds to statements, questions and commands in routine face-to-face conversations
 - Identifies main idea and some details in a short conversation or listening activity
 - Follows multi-step oral directions and instructions
 - Responds to requests for repetition, elaboration, or clarification
 - Distinguishes between formal and informal language use
 - Listens effectively in formal and informal situations
- 8.02 Uses speaking to engage in oral communication in a variety of situations for a variety of purposes and audiences**
- Participates in routine face-to-face social conversations
 - Orally articulates in response to open-ended questions

- Gives directions on how to arrive to a specific location using details
 - Orally presents a process involving multi-step directions
 - Expresses opinions giving reasons and examples
 - Produces sentences orally in response to personal and reading comprehension
- 8.03 Uses reading to process, interpret, and evaluate written language, symbols, and text with understanding and fluency**
- Reads short passages on familiar topics
 - Identifies main idea and supporting details in passages or articles on familiar and new topics
 - Predicts meanings of unfamiliar vocabulary by using contextual clues in reading material on familiar and new topics
 - Identifies chronological order and sequence markers
 - Applies word analysis and vocabulary skills to comprehend selections
 - Applies reading strategies (e.g., predicting, visualizing, questioning, connecting, reviewing/clarifying, summarizing, evaluating) to improve understanding and fluency
- 8.04 Uses writing to engage in written communication in a variety of forms for a variety of purposes and audiences**
- Combines simple sentences using connectors and conjunctions to demonstrate proper grammatical structure
 - Applies capitalization and punctuation rules
 - Writes short paragraphs on familiar topics
 - Applies the proper grammatical use of word order and verb agreement in short paragraph format
- 8.05 Completes Daily Work and Assignments**
- 8.06 Demonstrates PBIS Classroom Behavioral Expectations**

ENGLISH AS A SECOND LANGUAGE (ESL) IV

- 8.01 Uses listening to process, understand, interpret, and evaluate spoken language in a variety of situations**
- Follow complex, multi-step oral instructions
 - Identify the main idea and key details in a short conversation or listening activity
 - Respond to requests for repetition and/or clarification
 - Use oral information to accomplish language proficiency level task
- 8.02 Uses speaking to engage in oral communication in a variety of situations for a variety of purposes and audiences**
- Paraphrases to clarify meaning
 - Summarizes oral instructions, assignments or stories
 - Explains text-to-self and text-to-world connections from a variety of sources
 - Uses formal or informal language, as appropriate, in a wide range of social interactions
 - Presents short speeches or oral reports
- 8.03 Uses reading to process, interpret, and evaluate written language, symbols, and text with understanding and fluency**
- Read expository text
 - Identify main idea of expository text
 - Read informational text
 - Use text features to locate information
 - Interpret information from maps
 - Interpret information from charts
 - Identify basic sequence of events
 - Interpret information from a timeline
- 8.04 Uses writing to engage in written communication in a variety of forms for a variety of purposes and audiences**
- Applies correct use of capitalization and punctuation
 - Writes sentences using correct grammar and structure
 - Applies acquired information, concepts and ideas to communicate in writing
 - Edits and revises guided writing based on teacher and/or peer feedback
 - Responds to and/or write ads, suggestions, announcements, and journal entries
- 8.05 Completes Daily Work and Assignments**
- 8.06 Demonstrates PBIS Classroom Behavioral Expectations**

SPANISH LANGUAGE ARTS

- 8.01 READING COMPREHENSION - Read and respond to literature and other writings representative of Spanish-speaking societies**
- Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue description, word choice, dialect) within classical and contemporary works representing a variety of genres
 - Reads and comprehends literature and literary nonfiction
 - Distinguish between literal and non-literal meaning
 - Uses textual evidence to support explicit and inferential statements drawn from the text
 - Determines themes or central ideas of text and analyzes development over the course of the text; provides an objective summary of the text
 - Describes a story's plot as well as how the characters respond or change as the plot moves toward a resolution
 - Evaluates and selects text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games)

- Analyzes how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot
 - Determines point of view in a text and explains how the author developed his/her point of view.
 - Compares and contrasts how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires)
 - Analyzes the impact of a specific word choice on meaning and tone
- 8.02 VOCABULARY - Applies word analysis to improve vocabulary skills**
- Determines and analyzes the meaning of words and phrases in their context, including their cultural context, connotative, and technical meanings
 - Determines, clarifies, acquires, and accurately uses academic words and phrases in speaking and writing
 - Demonstrates understanding of figurative language, word relationships, and nuances in word meanings
- 8.03 GRAMMAR & CONVENTIONS - Edits and revises written work for correct sentence structure and accurate spelling**
- Demonstrates command of the conventions of Standard Spanish grammar, usage, capitalization, punctuation and spelling when writing
 - With some guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
 - Use correct tenses to indicate the relative order of events
 - Employ principles of agreement related to number, gender and case
 - Identify and use Parts of Speech (Nouns, Verbs, Adjectives, Adverbs, Pronouns, Prepositions, Conjunctions, Interjections)
- 8.04 WRITTEN EXPRESSION - Composes well-organized, supported and grammatically correct writing for a variety of purposes and audiences in a variety of formats**
- Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete data
 - Write narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme
 - Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence.
 - Compose narrative, informative, and persuasive writings (e.g., *in addition to previous writings*, literature reviews, instructions, news articles, correspondence) for a specified audience
 - Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.
 - Identify, evaluate and cite primary sources
- 8.05 RESEARCH - Researches information and shares findings in a variety of formats**
- Uses technology, including the Internet, to produce and publish writing (keyboarding).
 - Conducts short research projects to answer a question, drawing on several sources and refocusing the topic when appropriate
 - Gathers relevant information from multiple sources, assesses the credibility of each source, quotes data while avoiding plagiarism, and provides a basic bibliography
 - Draws evidence from literary or informational text to support evidence and reflect research
- 8.06 ORAL PRESENTATION - Speaks and listens effectively in a variety of situations**
- Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension
 - Compare a speaker's and non-verbal messages
 - Restate and carry out multi-step oral instructions
 - Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners while building on others' ideas and expressing their own clearly
 - Interprets information presented in diverse media and explains how it contributes to a topic, text, or issue under study
 - Use speaking skills to participate and lead groups to design and produce reports and multi-media compositions that represent group projects
 - Presents claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation
 - Includes multimedia components and visual displays in presentations to clarify information
 - Adapts speech to a variety of contexts and tasks, demonstrating command of Standard Spanish
- 8.07 Completes Daily Work and Assignments**
- 8.08 Demonstrates PBIS Classroom Behavioral Expectations**

Bilingual Language Arts Level I

- 8.01 Uses listening to process, understand, interpret, and evaluate spoken language in a variety of situations**
- Identify objects, people, or places from oral statements/ questions using gestures
 - Classify/sort content-related visuals per oral descriptions
 - Identify information on charts or tables based on oral statements
 - Understand basic classroom routines
 - Understand basic communication words
 - Follow text read aloud (e.g., tapes, teacher, paired-readings)

- 8.02 Uses speaking to communicate in a variety of forms for a variety of purposes and audiences**
- Give information/personal information
 - Ask and answer questions
 - Express everyday needs and wants
 - Communicate in social situations
 - Identify common symbols, signs, numbers, days, months, seasons, colors, shapes, sizes, foods, weather, time, and clothing
 - Make requests
 - Describe yourself, places, people and feelings
- 8.03 Uses reading to process, interpret, and evaluate written language symbols and text with understanding and fluency**
- Associate letters with sounds and objects (ABCs)
 - Match content-related objects/pictures to words
 - Identify common symbols, signs, numbers, days, months, seasons, colors, shapes, sizes, foods, weather, time, and clothing
 - Find information from text structure (e.g., titles, graphs, glossary)
 - Use pre-taught vocabulary (e.g., word banks) to complete simple sentences
- 8.04 Uses writing to engage in written communication in a variety of forms for a variety of purposes and audiences**
- Write and understand high frequency words
 - Write simple sentences, personal narrative
 - Apply basic grammar rules
 - Identify common symbols, signs, numbers, days, months, seasons, colors, shapes, sizes, foods, weather, time, and clothing
 - Write personal information
 - Identify Parts of Speech (Nouns, Verbs, Adjectives, Adverbs, Pronouns, Prepositions, Conjunctions, Interjections)
 - Engage in proper use of standard grammatical rules of capitalization, spelling and punctuation
- 8.05 Completes Daily Work and Assignments**
- 8.06 Demonstrates PBIS Classroom Behavioral Expectations**

Bilingual Language Arts Level II

- 8.01 Uses listening to process, understand, interpret, and evaluate spoken language in a variety of situations**
- Processes and understand general and some specific language of the content areas
 - Locates, selects, and orders information from oral descriptions
 - Identifies the reasons and evidence a speaker provides to support particular points
 - Categorizes or sequence oral information using pictures
- 8.02 Uses speaking to engage in oral communication in a variety of situations for a variety of purposes and audiences**
- Engages effectively in a range of collaborative discussions (one-on-one, in groups and teacher led) with diverse partners, building on other's ideas and expressing their own clearly
 - Paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
 - Reports on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas and themes; speak clearly at an understandable pace.
- 8.03 Uses reading to process, interpret, and evaluate written language, symbols, and text with understanding and fluency**
- Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
 - Describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)
 - Applies active reading strategies to understand text (e.g., connecting, reviewing, clarifying, and evaluating)
- 8.04 Uses writing to engage in written communication in a variety of forms for a variety of purposes and audiences**
- Writes one or two paragraphs on topics or texts (describe events, people, processes, and procedures)
 - Writes a simple letter
 - Uses active reading strategies to record your reactions, feelings, ideas, observations, and question that come up during reading (e.g. questioning, predicting, summarizing, and visualizing)
 - States a claim and utilizes contextual evidence to support one's argument
 - Identify and use Parts of Speech (Nouns, Verbs, Adjectives, Adverbs, Pronouns, Prepositions, Conjunctions, Interjections)
 - Engage in proper use of standard grammatical rules of capitalization, spelling and punctuation
- 8.05 Completes Daily Work and Assignments**
- 8.06 Demonstrates PBIS Classroom Behavioral Expectations**

Bilingual Language Arts Level III

- 8.01 READING COMPREHENSION-Applies strategies to increase comprehension and communicate information**
- Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue description, word choice, dialect) within classical and contemporary works representing a variety of genres
 - Reads and comprehends literature and literary nonfiction
 - Distinguish between literal and non-literal meaning
 - Uses textual evidence to support explicit and inferential statements drawn from the text
 - Determines themes or central ideas of text and analyzes development over the course of the text; provides an objective summary of the text

- Describes a story's plot as well as how the characters respond or change as the plot moves toward a resolution
 - Evaluates and selects text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games)
 - Analyzes how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot
 - Determines point of view in a text and explains how the author developed his/her point of view.
 - Compares and contrasts how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires)
 - Analyzes the impact of a specific word choice on meaning and tone
- 8.02 VOCABULARY- Applies word analysis to improve vocabulary skills**
- Determines and analyzes the meaning of words and phrases in their context, including their cultural context, connotative, and technical meanings
 - Determines, clarifies, acquires, and accurately uses academic words and phrases in speaking and writing
 - Demonstrates understanding of figurative language, word relationships, and nuances in word meanings
- 8.03 GRAMMAR & CONVENTIONS - Edits and revises written work for correct sentence structure and accurate spelling**
- Demonstrates command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling when writing
 - With some guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
- 8.04 WRITTEN EXPRESSION- Composes well-organized, supported and coherent writing for a variety of purposes and audiences in a variety of formats**
- Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete data
 - Write narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme
 - Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence.
 - Compose narrative, informative, and persuasive writings (e.g., in addition to previous writings, literature reviews, instructions, news articles, correspondence) for a specified audience
 - Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.
 - Identify, evaluate and cite primary sources
- 8.05 RESEARCH- Researches information and shares findings in a variety of formats**
- Uses technology, including the Internet, to produce and publish writing (keyboarding).
 - Conducts short research projects to answer a question, drawing on several sources and refocusing the topic when appropriate
 - Gathers relevant information from multiple sources, assesses the credibility of each source, quotes data while avoiding plagiarism, and provides a basic bibliography
 - Draws evidence from literary or informational text to support evidence and reflect research
- 8.06 ORAL PRESENTATION- Speaks and listens effectively in a variety of situations**
- Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners while building on others' ideas and expressing their own clearly
 - Use speaking skills to participate and lead groups to design and produce reports and multi-media compositions that represent group projects
 - Interprets information presented in diverse media and explains how it contributes to a topic, text, or issue under study
 - Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension
 - Compare a speaker's and non-verbal messages
 - Restate and carry out multi-step oral instructions
 - Presents claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation
 - Includes multimedia components and visual displays in presentations to clarify information
 - Adapts speech to a variety of contexts and tasks, demonstrating command of Standard English
- 8.07 Completes Daily Work and Assignments**
- 8.08 Demonstrates PBIS Classroom Behavioral Expectations**