

Eighth Grade

<p>Language Arts:</p> <ul style="list-style-type: none"> to read major works of fictions and non-fiction from all over the world and from different time periods how to understand what they read and evaluate an author’s assumptions and claims to conduct research that requires the analysis of resources and accurate interpretation of literary and informational text to strengthen and master writing skills and techniques across a range of writing types and purpose 	<p>Science:</p> <ul style="list-style-type: none"> about life and earth and space sciences multiple exposures to the engineering design, including defining a problem, developing a possible solution, and improving designs to use inquiry techniques and scientific thinking process of observing, communicating, comparing, collecting, relating inferring and applying
<p>Math:</p> <ul style="list-style-type: none"> unit rates and proportional relationships, connecting these concepts to points on a line ultimately using them to solve linear equations to solve linear equations by applying algebraic reasoning along with their knowledge of the properties of operations to expand their understanding of numbers beyond rational numbers to include irrational numbers 	<p>Social Studies:</p> <ul style="list-style-type: none"> to study ideas, issues, and major events from the drafting of the U.S. constitution to World War I, with a key focus on America’s constitution to explore the development of American politics, society, culture and economy throughout the various regions of the United States about the challenges that faced the nation during critical periods such as the Civil War and Reconstruction
<p>Technology:</p> <ul style="list-style-type: none"> to demonstrate mastery in the use of spreadsheets, multimedia, and presentation tools and digital citizenship the acceptable uses of technology, copyright, and plagiarism to use technology in other subject areas such as math to create graphs and data displays, and using geometric software to aid in three-dimensional visualization about the difference between being a passive bystander versus a brave bystander in cyberbullying situations 	<p>Physical Education:</p> <ul style="list-style-type: none"> an expansion of the previous year with a growing emphasis on skills, participation, and team work standard physical education, teaching sports and other non-traditional approaches to physical education such as gymnastics, dance, yoga, and martial arts
<p>The Arts: Music:</p> <ul style="list-style-type: none"> more demanding scales to identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression how to sing, record play and perform 	<p>The Arts: Theater:</p> <ul style="list-style-type: none"> to work toward a full-length production of a play all the elements of acting and production how to perform for other organizations and for the parents
<p>The Arts: Dance:</p> <ul style="list-style-type: none"> how the various elements of music (pulse, tempo, rhythm) become more complex to engage in group problem-solving and choreographed solutions to observe and discuss historical dance styles and forms in performance and on film 	<p>The Arts: Visual Arts:</p> <ul style="list-style-type: none"> to develop skills and knowledge about art, powers of observations, perceptual and analytical skills, creativity, technical skills and problem solving abilities to become aware of how visual artists record their culture and reflect history while their artwork remains as unique as the individual human experience