

## LANGUAGE ARTS

### READING

- I. Students apply a variety of reading strategies for word analysis and vocabulary development in narrative and informational text**
  - Apply knowledge of word structures and word relationships while reading to figure out words as they relate to other words
  - Develop vocabulary through a variety of strategies
- II. Students apply a variety of literal comprehension strategies to gain meaning from text**
  - Identify main ideas, supporting details, and elements of plot in a variety of literary selections
  - Identify cause and effect in a text and can compare and contrast information from text
  - Determine logical sequencing in increasingly complex selections
  - Understand and apply directions to a variety of reading selections and situations
  - Understand and apply knowledge from various sources of information
- III. Students apply a variety of interpretive comprehension strategies to gain meaning from text**
  - Make inferences and interpret literary elements in a variety of texts
  - Predict events and form conclusions in texts based on interpretation of information
  - Interpret the meaning and use of idiomatic, figurative, and descriptive language
- IV. Students apply a variety of evaluative comprehension strategies to gain meaning from text**
  - Evaluate fact and opinion in increasingly complex texts
  - Distinguish between biased and unbiased statements/information
  - Classify information in and make judgments/decisions about reading selections

### WRITING

- I. Students will write with a clear focus, coherent organization, and sufficient detail**
  - Produce multi-paragraph informational writing with clear topic development, logical organization, effective use of detail, and variety in sentence structure
  - Produce multi-paragraph creative/prose writing with well-developed characterization, setting, dialogue, plot, and descriptive detail
- II. Students will write for different audiences and purposes**
  - Produce informational writing with a strong sense of topic, audience, and purpose using clear, highly readable text
  - Produce creative/prose writing with a sense of topic, audience and purpose using vivid expression that brings life to the text
- III. Students will use knowledge of Standard English conventions in their writing**
  - Demonstrate control over a wide range of standard writing conventions and use them accurately to enhance meaning
- IV. Students will understand and use the steps of the writing process**
  - Prewriting – Students will select appropriate prewriting activities independently
  - Drafting – Students will develop drafts with consciousness of purpose, fluency and basic organization
  - Revising – Students will revise for accuracy of content and clarity of focus
  - Editing and Proofreading – Students will edit evaluating strengths and weaknesses
  - Publishing – Students will explore different ways of presenting a final copy

### Speaking and Listening

- I. Students will use listening and speaking strategies for different purposes.**
  - Students will use active listening to recognize, understand, and evaluate statements of attitude, opinion, and bias, as well as techniques of persuasion as conveyed by a speaker or presented in the media.
  - Students will actively listen and speak effectively in large and small group discussions.

- Students will demonstrate appropriate public speaking and presentation skills (to include use of visual aids and/or technology).

### MATH

- I. Students have an understanding of what a number is, how to represent numbers, make sense of the relationships among numbers and number systems**
  - Understand the properties of exponents and scientific notation
  - Demonstrate the knowledge of the divisibility rules 2-12 (omit 7).
- II. Students become fluent at performing computations using appropriate subgroups of real numbers (whole numbers, integers, and rational/irrational numbers) using a variety of methods such as mental calculations, estimation, paper and pencil calculations and other mathematically sound processes**
  - Understand and use the basic and advanced properties of ratios, percents and proportions
  - Demonstrate all operations of integers without the use of calculators
- III. Geometry involves the students learning about relationships among one, two, and three-dimensional figures and their properties. It offers students the opportunity to use visualization, spatial reasoning and geometric modeling to solve problems. Geometry allows the development of students' reasoning skills**
  - Demonstrate the basic properties of transformational geometry
  - Understand and apply the basic properties of angles
- IV. Students understand measurable attributes to objects and the units, systems and processes of measurement. Application of appropriate techniques and formulas are used to determine measurements**
  - Understand the basic formulas for area, perimeter, surface area, and volume
  - Understand and use the Pythagorean Theorem
- V. Through collection, analysis, and interpretation of data, students develop and evaluate inferences and make predictions. Students determine probabilities that will enable them to analyze statistical arguments**
  - Understand that data can be represented in a variety of ways including graphs, charts, and tables
  - Calculate simple probabilities of simulations and experiments
- VI. Algebra is a language of patterns, rules, and symbols. It involves understanding how these patterns, rules, symbols, and functions relate to each other. Equations, inequalities and their graphs are used as mathematical models to represent and solve quantitative relationships as the study of Algebra progresses**
  - Understand how to use variables to write and manipulate simple algebraic expressions, equations and formulas

### SCIENCE

- I. Unifying Concepts and Processes**
  - Understand changes in terms of scale, rate, and pattern
- II. Science as Inquiry**
  - Demonstrate the ability to design and conduct a scientific investigation
- III. Physical Science**
  - Know the forms of energy and how it is transferred
- IV. Life Science**
  - Understand the internal human body systems (digestion, respiration, reproduction, circulation, . . .)
- V. Earth and Space Science**
  - Understand the major impact of topography, location, and oceans on climate
- VI. Science and Technology**
  - Demonstrate the ability to identify a simple problem and to propose, implement, evaluate, and communicate a solution using technology
- VII. Science in Personal and Social Perspectives**
  - Understand that human activities, such as urban growth, land use, and waste disposal can accelerate many natural changes

### **VIII. History and Nature of Science**

- Understand science as a human endeavor

## **SOCIAL STUDIES**

### **I. Culture**

- Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture
- Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs

### **II. Time, Continuity, and Change**

- Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity
- Describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others

### **III. People, Places, and Environments**

- Examine physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem change
- Describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings

### **IV. Individual Development and Identity**

### **V. Individuals, Groups, and Institutions**

- Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups
- Identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity

### **VI. Power, Authority, and Governance**

- Describe the purpose of government and how its powers are acquired, used, and justified
- Explain concepts such as powers, role, status, justice, and influence to the examination of persistent issues and social problems

### **VII. Production, Distribution, and Consumption**

- Describe the role of specialization and exchange in the economic process
- Explain and illustrate how values and beliefs influence economic decisions

### **VIII. Science, Technology, and Society**

- Describe the influence of culture on scientific and technological choices and advancement, such as transportation, medicine, and warfare
- Describe examples in which values, beliefs, and attitudes have been influenced by new scientific and technological knowledge, such as the invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries

### **IX. Global Connections**

### **X. Civic Ideals and Practices**

- Identify and give examples of the rights and responsibilities of citizens
- Explain various forms of citizens' action that influence public policy decisions

# **LEWIS CENTRAL COMMUNITY SCHOOLS**

## **GRADE EIGHT**

### **Core Area Learning Expectations**



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