

Social Studies

Social studies allows students to gain knowledge across disciplines and to develop inquiry, critical thinking, and communication skills. As students gain an appreciation for the past and an understanding of the present, their capacity for multiple perspectives and subsequent tolerance of diversity and change increases. Consequently, young learners develop civic competence; the ability to become informed, responsible citizens who are able to contribute to the well-being of their communities.

By the end of grade **eight** your student will be able to:

- Master the nature and specific characteristics of the United States Constitution, including its origins and its effects
- Investigate American history including the American, westward expansion, American Civil War, Industrial Revolution and the Progressive Movement
- Investigate and explain historical themes such as cause and effect, change over time, and comparing and contrasting using historical contexts
- Experience activities that explain the various forces involved in the American Civil War, effect of Abraham Lincoln's assassination on Reconstruction, and the platforms of Social Reformists, Populists, and Progressives
- Experience activities that involve students in the use of historical reference materials to generate and interpret data
- Examine the forces that create change when goals and values of institutions are conflicted
- Experience activities that expose students to a variety of gender and cultural influences, and the resulting influence on American society
- Investigate the cultural complexities and multiple perspectives that has resulted in a dynamic and diverse American culture
- Further develop the complexity of problem-solving and decision-making skills
- Continue to develop the formal process of research through the individual research paper
- Review and build upon skills of previous grades as well as expanding skill development including note taking, content area reading strategies, graphic organizers, and research

Language Arts

The English Language Arts program assists all students in becoming knowledgeable and proficient users of language. In an on-going process, students become inquisitive and critical thinkers, effective writers, attentive listeners, articulate speakers, discriminating viewers, and strategic readers.

By the end of grade **eight** your student will be able to:

- Develop a large vocabulary of academic words and use common grade-appropriate Greek or Latin affixes and roots as clues to defining the meaning of words
- Interpret figures of speech such as puns or verbal irony in context
- Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts
- Identify what a reading selection explicitly says and draw inferences based on evidence from the text
- Determine a theme or central idea of a text and analyze its development
- Analyze how dialogue or events in a story contribute to the outcome
- Compare and contrast the structures of two or more texts
- Analyze where materials on the same topic disagree on matters of fact, interpretation or point of view
- Evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient
- Analyze the purpose of information presented in diverse media formats, such as video clips or interactive maps
- Participate in class discussions on various topics, texts, and issues by expressing ideas and building on the ideas of others, emphasizing main points, making eye-contact, speaking loudly enough and using formal English when the situation calls for it
- Plan and conduct research projects that include several steps and use many credible and documented print and digital sources

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences
- Build writing around strong central ideas or points of view, supporting the ideas with sound reasoning and evidence, precise word choices, smooth transitions and different sentence structures
- Avoid plagiarism and follow standard format for citing sources
- Use technology (internet and keyboarding) to produce and publish writing
- Independently select, read and respond to a variety of literary genres

Science

The science program is designed to build students' conceptual knowledge and science literacy. It implements a hands-on, inquiry based approach. A variety of techniques, materials, and technologies are used to help students develop skills in scientific process, communication, and critical thinking along with increasing their content knowledge. Math and language arts are integrated throughout the science curricula at all levels.

By the end of grade **eight** your student will be able to:

- Explain how an object's inertia causes it to continue moving the way it is moving unless it is acted upon by a force to change its motion
- Explain how heredity is the passage of genetic information from one generation to another and that some characteristics result from interactions with the environment
- Describe how gravity governs the motions of objects in the solar system
- Explain how the motion of the Earth and moon relative to the sun causes daily, monthly, and yearly cycles on the Earth
- Explain that the solar system is composed of planets and other objects that orbit the sun
- Describe the need to consider factors such as function, materials, safety, cost and appearance when designing structures

Mathematics

The mathematics program in East Hampton is committed to developing math literate students who utilize the tools of mathematics effectively to analyze data and solve quantitative problems.

By the end of grade **eight** your student will be able to:

- Explain that numbers that are not rational are called irrational
- Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than another
- Graph proportional relationships, interpreting the unit rate as the slope of the graph
- Solve linear equations in one variable
- Analyze and solve pairs of simultaneous linear equations
- Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions)
- Construct a function to model a linear relationship between two quantities
- Determine the rate of change and initial value of the function from a description of a relationship or from two (x,y) values, including reading these from a table or a graph
- Explain rotations, reflections, and translations as if relates to two-dimensional shape congruency and similarity
- Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions
- Apply the formulas for the volumes of cones, cylinders, and spheres when solving real-world and mathematical problems
- Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities
- Use the equation of a linear model to solve problems

Music

All children possess an innate creative spirit that can be brought out through varied musical experiences. Movement, singing, playing instruments, composing, and analysis of listening selections are utilized throughout the year.

By the end of grade **eight** your student will be able to:

- Develop the ability to play chords on guitar
- Create arrangements of an AAB blues song, a jazz song, and a 16 measure rock and roll song
- Create an opera recitative
- Create a song review similar to a newspaper article music review
- Understand the form of songs from a variety of musical styles
- Understand various rhythms from double and triple meter

Band (optional)

- Sing and play a variety of folk songs from around the world
- Read quarter, eighth, half, whole, sixteenth, and dotted rhythms
- Perform in small ensembles and large band setting
- Play Bb, Eb, F, Ab major, chromatic, and G, C, D minor scales
- Play music with expression and technical accuracy
- Develop understanding between staccato, legato, and slur articulation
- Develop ability to play soft to loud dynamic
- Develop beginning marching skills needed for Memorial Day Parade

Chorus (optional)

- Sing in unison, two-part, and three-part harmony
- Sing with expression and technical accuracy
- Sing music representing diverse genres and cultures
- Perform alone or with others in a variety of venues

World Language

The mission of the World Language Department is to challenge students to become more effective participants in the global community by promoting awareness and sensitivity to other cultures.

At the end of Grade 7 your students will:

At the end of Grade 8 your students will:

- Study either Spanish or French
- Students explore Mexico and French students explore Quebec
- Exchange information with peers and adults
- Describe their hobbies and pastimes
- Discuss personal information, everyday topics, and future activities
- Identify places, activities, weather, seasons, chores, family members, clothing, and food
- Ask and give directions, opinions, commands
- Make connections with the English language and its cognates both direct and indirect
- Conjugate regular and irregular verbs in the present and present progressive tenses
- Be introduced to the past tense

Health

The health curriculum is a comprehensive program (based on National Health Standards) designed to address significant health issues facing today's youth. Maintaining good health begins with an understanding of what bodies need to be physically, socially, and emotionally healthy. Our goal is to teach the skills necessary for students to make informed choices in order to maintain a healthy lifestyle.

By the end of grade **eight** your student will be able to:

- Identify adolescent health risk situations and behaviors, and apply the skills of decision-making, conflict resolution, refusal, and goal setting to abstain from alcohol, tobacco, and other drug use
- Explain the importance of assuming responsibility for personal health behaviors
- Predict how making good decisions regarding health can affect students and others
- Use a goal-setting process to enhance health
- Analyze how media, technology, and other factors influence personal health behaviors

Art

Art is a universal language. We believe it is imperative that all students have the opportunity to grow in their understanding of this avenue of communication. Art

education involves nurturing the development of an aesthetic attitude and the ability to make personal artistic statements by using one's creative powers and decision-making skills.

By the end of grade **eight** your student will be able to:

- Understand the importance and visual impact of 3-dimensional abstract art, with reference to 2-dimensional work
- Study the 3-dimensional abstract sculpture of Tim Prentice and Alexander Calder
- Create various forms of 3-dimensional abstract kinetic art including mobiles and spinning disks among others
- Use many forms of materials including recycled and pre-used items

Physical Education

Physical education is an integral part of the total educational program. Every student participates in a planned sequential program aimed at developing specific physical fitness skill areas. It is our goal to use a variety of physical activities to promote healthy life- styles, develop gross and fine motor skills, and lay the ground work for participation in lifetime leisure activities.

By the end of grade **eight** your student will be able to:

- Demonstrate the ability to perform plyometric, weight, and fitness training activities to enhance physical fitness
- Complete the Connecticut Health-Related Fitness Assessment
- Demonstrate competence in one or more versions of various games, sports, rhythmic exercises, and recreational activities
- Demonstrate and describe when, where, and how to use offensive, defensive, and cooperative strategies and their use in activity setting
- Use measurement and assessment data (pedometers, heart rate, Connecticut Health-Related Fitness Assessment results) for improvement in fitness components
- Perform and assess the quality of player response in dynamic interactive environments (e.g. appropriate offensive position with ball or goal)
- Participate in health-enhancing physical activity outside the physical education setting

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EAST HAMPTON PUBLIC SCHOOLS CURRICULUM OVERVIEW



Vision

The East Hampton School District – preparing and inspiring our students to be innovative, responsible, contributing members of an ever-changing global society.

Mission

The mission of East Hampton Public Schools in partnership with our community is to develop knowledgeable, responsible, productive citizens who effectively demonstrate problem-solving and communication skills, make informed decisions and respond appropriately and confidently to life's challenges

GRADE 8