This curriculum guide provides its readers with a summary of grade level curriculum. Our goal is to clearly communicate with the student, parent, and community expectations at each grade level.

**ISY Mission**

*The International School of Yangon is a community of compassionate global citizens.*

**ISY Vision**

*We aim to develop lifelong learners who will be a force for positive change in the world.*

**ISY Beliefs About Learning**

We believe that:

- Students are at the center of all our efforts.
- Cultural diversity enriches us all.
- Learning should be pursued for its own intrinsic value.
- Students learn in different ways.
- All students have the right to live and learn in a safe and nurturing environment.
- Educating the whole person is vital to individual success.
- Education is a shared responsibility of students, family, school, and the wider community.
- We are all responsible for our decisions.
- Challenging expectations promote individual growth and organizational development.
- Creative and critical thinking and cooperative learning are essential.
ISY Expected Schoolwide Learning Results

Embedded in all learning at ISY are the following learning outcomes combined with the IB Learner Profile traits (in parentheses) that all students should know, understand and be able to do upon graduation from ISY.

ISY students will:

Become Global Citizens who . . .

- Are environmentally aware and active (Caring)
- Contribute to the welfare of the world community (Caring)
- Respect the dignity and worth of others (Principled, Open-minded)
- Manifest the virtues of honesty and integrity (Principled)
- Understand and appreciate the values, traditions, and perspectives of others (Open-minded)

Be Successful Communicators who . . .

- Demonstrate the skills of effective collaboration (Communicators)
- Use appropriate technology as a tool to convey ideas (Communicators)
- Write, speak, read and listen with purpose (Communicators)
- Are multi-lingual (Communicators)

Demonstrate Complex Thinking and Creativity by . . .

- Gathering analyzing and processing information from a variety of sources (Thinkers)
- Being effective and creative problem-solvers (Thinkers)
- Being effective decision-makers (Thinkers)
- Pursuing inquiry and curiosity within learning (Inquirers)
- Building a foundation of knowledge and applying understandings to new situations (Knowledgeable)
Become Lifelong Learners who . . .

- Take responsibility for their learning (Reflective)
- Value all types of learning: academic, social, athletic, aesthetic and emotional (Balanced)
- Have the confidence to take on new challenges (Risk-takers)
- Give thoughtful consideration to their own learning (Reflective)

A Standards-Based Curriculum

Academic standards, or learning outcomes, are the foundation of the ISY curriculum, and through standards, teachers identify the skills, knowledge, processes and understandings that are taught and assessed. Instruction is built upon rich scaffolded learning experiences that facilitate student attainment of the standards, and instructional resources are aligned to learning experiences. The ISY adopted standards provide coherent learning progressions beginning in pre-kindergarten continuing through to grade 12, and they communicate to students, parents, teachers, and administrators what students are expected to learn in each subject area and at each grade level.

Classroom assessments at ISY are based on the knowledge, skills, and learning targets derived from the standards. Students are given formative assessments, or assessments for learning, which provide them with valuable feedback. For teachers, formative assessments provide information to help inform instructional decision-making as learning occurs. Students use feedback on formative assessments to improve and revise their work and learning. Summative assessments typically occur at the end of an instructional unit and provide evidence of student achievement for the purpose of making a judgment about student proficiency.

In a standards-based system, behaviors that support learning, such as work habits, effort, responsibility, and attitudes are judged separately so that academic grades are accurate and reflect how a student performs and achieves in relation to the knowledge, skills, and understandings set forward by the standards. Such nonacademic factors are of equal importance to the development, success, and achievement of students and their learning, thus,
performance in these areas of student learning are assessed, tracked, and reported distinctly from academic achievement.

**The Grade 8 Program**

*Provided is general information about each Grade 8 subject area along with subject ‘Essential’ standards. Essential standards are those standards which are taught and assessed with greater depth and focus. While all standards in a given subject are taught, ISY has identified the outcomes that embody the larger concepts, principles, or processes along with the key knowledge and skills that lead to student understanding of essential knowledge. To view the standards in their entirety, please visit the ISY web site.*

**Grade 8 Algebra I**

Grade 8 Algebra I builds upon previous pre-algebra concepts to lead students to a deeper and broader understanding of the more abstract aspects of those concepts and skills necessary to succeed in higher level mathematics. The course of study emphasizes algebraic structure and the mechanics of the operations of algebra, including linear and exponential equations, and their solutions, using factoring of quadratic equations to solve polynomials, graphing of functions, and problem solving. Included in the course are selected statistics and probability concepts, extending what was learned in Grade 7 Pre-Algebra.

Mathematical practice standards, integrated into math instruction and assessments, represent ongoing math skills and processes that support the learning of math content.

**Grade 8 Algebra I Essential Standards**

*Working with Expressions, Equations and Inequalities*

- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.
- Construct and compare linear and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.
- Analyze and solve linear equations and pairs of simultaneous linear equations.
- Reason quantitatively and use units to solve problems.
- Create equations that describe numbers or relationships.
- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.

**Graphing**

- Define, evaluate, and compare functions.
- Understand the concept of a function and use function notation.
- Interpret functions that arise in applications in terms of the context.
- Analyze functions using different representations.
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.

**Using Algebra to Model Real World Problems**

- Understand and apply the Pythagorean Theorem.
- Extend the properties of exponents to rational exponents.
- Use properties of rational and irrational numbers.
- Perform arithmetic operations on polynomials.
- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Interpret linear models.

**Mathematical Practices**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Language Arts 8**

In Language Arts 8, students read major fiction and literary nonfiction works including novels, plays, and poetry. Through deep study, students analyze literature and their universal themes, and specific to informational/literary nonfiction texts, students critically examine an author’s position, perspective, and use of evidence. The following core texts are read in Grade 8 along with an assortment of shorter pieces: *House on Mango Street, A Midsummer Night’s Dream, Lord of the Flies,* and *The House of the Scorpion.*

In writing in Language Arts 8, students write for specific audiences and purposes while developing narratives, explanatory texts, and arguments. Students additionally explore topics through research, and they learn to effectively synthesize information from a variety of credible and reliable sources to support their ideas.

Students in Language Arts 8 are guided to develop oral communication skills where they listen closely to and evaluate what others say, and they learn techniques to convey their own messages. Students also continue to cultivate and use Standard English conventions and language to purposefully communicate intention and meaning with their audience.

**Language Arts 8 Essential Standards**

*Reading: Literature*

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
• Determine a theme or central idea of a text and analyze its development over the course of the text including its relationship to the characters, setting, and plot; provide an objective summary of the text.
• Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
• Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
• Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.
• Identify and analyze the characteristics of irony and parody in literary works.

Reading: Informational Text

• Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
• Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
• Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Writing

• Write arguments to support claims with clear reasons and relevant evidence.
  o Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - Introduce a topic clearly, previewing what is to follow organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - Provide a conclusion that follows from and reflects on the narrated experiences or events.

- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
● Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
● Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**Speaking & Listening**

● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
● Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
● Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**Language**

● Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  o Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  o Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
● Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Science 8

Science 8 promotes the building and application of science concepts and skills. The Science Content and Concepts, are divided into Life, Physical, and Earth and Space Sciences. Science topics of study include animal classification and evolution, the solar system, Earth and plate tectonics, and motion and forces. Students’ knowledge and understanding of science content and concepts are applied by engaging in the Science and Engineering Practices. Science and Engineering Practices promote the use of scientific understandings to investigate the natural world through the principles of science inquiry and processes and elements of engineering design. Additionally, students develop their research and writing skills specific to the content and concepts of science.

Students in Science 8 engage in a variety laboratory and project-based tasks.

Science 8 Essential Standards

Science Content and Concepts

Physical Science

- Apply Newton’s Third Law to design a solution to a problem involving the motion of two colliding objects.
- Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object.
- Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
- Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
● Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

● Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

● Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

● Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.

● Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

● Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

Life Science

● Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

● Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

● Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

● Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

● Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.

● Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals’
probability of surviving and reproducing in a specific environment.

- Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

Earth and Space Sciences

- Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
- Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
- Analyze and interpret data to determine scale properties of objects in the solar system.
- Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
- Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Science and Engineering Practices

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

Research and Writing in Science

- Write arguments focused on discipline-specific content.
- Write informative/explanatory texts, including scientific procedures/ experiments, or technical processes.
- Conduct short research projects to answer a question (including a
self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Present 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.

Social Studies 8

Social Studies 8 focuses on the history of the United States starting with an examination of the various indigenous groups that lived in North America prior to its discovery by Europeans. This thematic course covers exploration and expansion, revolution, civics, civil rights and America on a global scale. Major units of study include the Civil Rights movement, slavery, the structure and function of the U.S. government and American foreign policy. Each unit of study incorporates an evaluation of related global events and perspectives.

Students build on foundational research skills to examine and analyze primary and secondary sources of information and to answer focused questions as a basis for research projects. They analyze big picture issues such as human rights, migration studies and racism, and how they affected United States historical and contemporary societies. America’s role in the world historically and in present day is also critically analyzed. Throughout the year, students study and reflect upon current events frequently tied to units of study.

Social Studies 8 Essential Standards

History
● Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.
  ○ Apply key concepts such as chronology, causality, and conflict to identify patterns of historical change.
● Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.
  ○ Explain forces that result in world interaction (such as those related to the environment, belief systems, economics, geography/land, ethnicity/race/gender, culture, and balance of power).

Geography

● Students will understand the interactions and relationship between human societies and their physical environment.
  ○ Use appropriate data sources and tools to generate, manipulate, and interpret geographic information such as the location of, size of, and distances between places.
● Students will understand cultural and intellectual developments and interactions among societies.
  ○ Examine the interaction between people and the environment and understand how people both shape and are shaped by the environment that they live in.
● Students will understand social systems and structures and how these influence individuals.
  ○ Explain how cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity.

Government and Economics

● Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.
  ○ Explain and analyze strengths and weaknesses of various kinds of governance systems in terms of the
purposes they are designed to serve.

- Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.
  - Describe global patterns of resource distribution and use.
- Students will understand how societies have influenced and been influenced by scientific developments and technological developments.
  - Explain prerequisites for the adoption of a particular technology (social need, social resources, cultural attitude, etc.).

Research and Writing in Social Studies

- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from informational texts to support analysis, reflection, and research.
- Write arguments focused on discipline-specific content.
- Write informative/explanatory texts, including the narration of historical events.
- Present 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.
World Languages

ISY offers instruction in French or Mandarin designed for students learning an additional language who do not have native fluency in the language. Students are placed in the appropriate world language course based on class assessments and the AAPPL language assessment. New students to ISY are assessed either prior to or upon arrival for optimal placement.

French/Mandarin 1

French/Mandarin 1 is designed for students who have little or no experience with the language. This foundational language course emphasizes basic interpersonal communication skills, through reading, writing, and learning about the culture of the target language are also reflected in French/Mandarin 1.

The targets for French/Mandarin 1 are for students to reach the Novice Mid level of language proficiency in the areas of Interpersonal, Presentational, and Interpretive Communication.

Students who successfully meet the targets will be prepared for the next level.

French/Mandarin 1 Essential Communication Standards

Novice Mid Level of Proficiency

Interpersonal Communication (unrehearsed spoken conversations exchanging information, ideas, opinions, feelings and responding to information, ideas, opinions, and feelings expressed by others):

- Communicates on very familiar topics using a variety of words and phrases that have been practiced and memorized.

Interpretive Communication (reading, listening to, and viewing both non-fiction and fiction demonstrating understanding of the literal and inferred meanings):

- Recognizes some familiar spoken words and phrases.
- Recognizes some letters or characters and understand some
learned or memorized words and phrases when read.

Presentational Communication (presenting information, concepts, and ideas that have been rehearsed or edited to an audience of listeners or readers):

- Presents information about one’s self and some other very familiar topics using a variety of words, phrases, and memorized expressions.
- Writes lists and memorized phrases on familiar topics.

French/Mandarin 2

French/Mandarin 2 is for students who have successfully completed French/Mandarin 1 or who have reached the Novice Mid proficiency level in the Interpersonal, Presentational, and Interpretive areas of communication. Students, in French/Mandarin 2 engage in language learning that continues to develop these three areas of communication through thematic units that expand vocabulary and grammar knowledge and appreciation of the culture of the target language.

The target for French/Mandarin 2 is for students to achieve a solid Novice High level of language proficiency in the areas of Interpersonal, Presentational, and Interpretive Communication.

Students who successfully meet the target will be prepared for the next level.

French/Mandarin 2 Essential Communication Standards

Novice High Level of Proficiency

Interpersonal Communication (unrehearsed spoken conversations exchanging information, ideas, opinions, feelings and responding to information, ideas, opinions, and feelings expressed by others):

- Communicates and exchanges information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Usually handles short social interactions in everyday situations by asking and answering simple questions.
Interpretive Communication (reading, listening to, and viewing both non-fiction and fiction demonstrating understanding of the literal and inferred meanings):

- Often understands words, phrases, and simple sentences related to everyday life. Recognizes pieces of information and sometimes understand the main topic of what is being said.
- Understands familiar words, phrases, and sentences within short and simple texts related to everyday life. Sometimes understands the main idea of what has been read.

Presentational Communication (presenting information, concepts, and ideas that have been rehearsed or edited to an audience of listeners or readers):

- Presents basic information on familiar topics using language that has been practiced using phrases and simple sentences.
- Writes short messages and notes on familiar topics related to everyday life.

French/Mandarin 3

French/Mandarin 3 is for students who have successfully completed French/Mandarin 2 or who have reached the Novice High proficiency level in the Interpersonal, Presentational, and Interpretive areas of communication. Students, in French/Mandarin 3 are learning at the Intermediate level characterized by speakers who can participate in simple, direct conversations and can handle communication needed in daily life (survival language). Students continue to develop their oral proficiency while increasing their ability to read and write using an expanded repertoire of vocabulary and grammar knowledge. Appreciation of the target language’s culture continues to be a focus.

The target for French/Mandarin 3 is for students to achieve the Intermediate Low level of language proficiency in the areas of Interpersonal, Presentational, and Interpretive Communication.

Students who successfully meet the target will be prepared for the next level.
French/Mandarin 3 Essential Communication Standards

Intermediate Low Level of Proficiency

Interpersonal Communication (unrehearsed spoken conversations exchanging information, ideas, opinions, feelings and responding to information, ideas, opinions, and feelings expressed by others):

- Participates in conversations on a number of familiar topics using simple sentences. Handles short social interactions in everyday situations by asking and answering simple questions.

Interpretive Communication (reading, listening to, and viewing both non-fiction and fiction demonstrating understanding of the literal and inferred meanings):

- Understands the main idea in short, simple messages and presentations on familiar topics. Understands the main idea of simple conversations.
- Understands the main idea of short and simple texts when the topic is familiar.

Presentational Communication (presenting information, concepts, and ideas that have been rehearsed or edited to an audience of listeners or readers):

- Presents information on most familiar topics using a series of simple sentences.
- Writes briefly about most familiar topics and presents information using a series of simple sentences.

French/Mandarin 4

French/Mandarin 4 is for students who have successfully completed French/Mandarin 3 or who have reached the Intermediate Low proficiency level in the Interpersonal, Presentational, and Interpretive areas of communication. Students in French/Mandarin 4 continue to progress within the Intermediate range of proficiency. They expand their vocabulary and grammar knowledge and continue to appreciate of the target language’s culture through a thematic unit approach to learning.
The target for French/Mandarin 4 is for students to reach the beginning stages of the Intermediate Mid level of language proficiency in the areas of Interpersonal, Presentational, and Interpretive Communication.

Students who successfully meet the target will be prepared for the next level.

French/Mandarin 4 Essential Communication Standards

Intermediate Mid Level of Proficiency

Interpersonal Communication (unrehearsed spoken conversations exchanging information, ideas, opinions, feelings and responding to information, ideas, opinions, and feelings expressed by others):

- Participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Usually says what one wants to say about one’s self and one’s everyday life.

Interpretive Communication (reading, listening to, and viewing both non-fiction and fiction demonstrating understanding of the literal and inferred meanings):

- Understands the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. Understands the main idea in conversations.
- Understands the main idea of texts related to everyday life and personal interests or studies.

Presentational Communication (presenting information, concepts, and ideas that have been rehearsed or edited to an audience of listeners or readers):

- Makes presentations on a wide variety of familiar topics using connected sentences.
- Writes on a wide variety of familiar topics using connected sentences.
Physical Education 8

The ISY middle school physical education program seeks to develop a positive attitude among students regarding fitness, health, cooperation and the understanding of the importance of physical well-being. In order to achieve these general objectives, a diversified instructional program is offered in each grade level to include a variety of team and individual activities to ensure access for all students to the core P.E. curriculum.

Physical Education 8 allows students to apply their increased knowledge of skilled performance to improve their own movement skills. Students also learn to recognize and employ principles of effective team participation and to lead and follow by sharing leadership positions. Students will perform advanced skills that are developmentally appropriate for 8th grade students in at least one activity from the following categories of sport: invasion games, net/wall games, fielding/run-scoring games, and/or target games. Students will successfully participate in sport demonstrating skills of the game and applying the tactics, knowledge and concepts of the game.

Physical Education 8 Essential Standards

**Proficiency of Motor Skills and Movement**

- Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
  - Demonstrate basic offensive and defensive skills and strategies in team physical activities.
  - Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.

**Knowledge of Physical Education Concepts**

- Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
  - Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to
help learn another physical activity.

- Identify the characteristics of a highly skilled performance for the purpose of improving one’s own performance.
- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
  - Explain the different types of conditioning for different physical activities.
- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.
  - Organize and work cooperatively with a group to achieve the goals of the group.
  - Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

**Attainment of Physical Fitness**

- Assess and maintain a level of physical fitness to improve health and performance.
  - Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.

**Health and Wellness 8**

In Health and Wellness 8, a semester long course, students gain an understanding of the foundations of health. The body systems studied in this course are the endocrine, reproductive, and respiratory systems. Students recognize various types of relationships and the need to respect individual choices, and students are taught the potential consequences of being sexually active. They also acquire an understanding of the factors that contribute to healthy relationships. In Health and Wellness 8, students study the impacts of drugs and alcohol on social, physical, and emotional wellness. In order to live safely and
reduce health risks, students engage in CPR training. Additionally, personal health and fitness plans are analyzed, monitored, and evaluated to assist students in creating and living a healthy lifestyle.

Health and Wellness 8 Essential Standards

Wellness

- Analyze how personal choices contribute to communicable and non-communicable diseases.
- Assess personal health behaviors that reduce or prevent health risks.
- Describe how values, media, and technology influence health decisions and behaviors.
- Demonstrate a decision-making model to make a personal health-enhancing choice.
- Describe various short- and long-term goals that can be used to enhance health.
- Summarize reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation.
- Identify physical, emotional, and social effects of sexual activity.
- Summarize ways to prevent pregnancy and STDs.
- Summarize signs, symptoms, potential impact, and treatment of STDs.
- Analyze the impact of technology and social media on friendships and relationships.
- Explain effects of eating patterns on growth and development, and on physical, mental, and academic performance.
- Evaluate a variety of eating plans and determine potential short-term and long-term consequences based on nutritional intake.
- Draw conclusions regarding how society, culture, and economics influence nutrition choices.
- Analyze factors that influence substance use and abuse.
- Explain classifications of substances.
- Describe how substance abuse affects dimensions of health.
- Apply refusal skills to avoid substance use.
- Demonstrate behaviors and practices to prevent substance use.
and improve the health of oneself and others.

- Create a drug-free message for school.

**Social and Emotional Health**

- Demonstrate ability to make choices that positively impact self-esteem.
- Explain how body image influences eating disorders.
- Identify signs, symptoms, and consequences of eating disorders.
- Compare and contrast the influence of family, culture, and media on how emotions are expressed.

**Safety**

- Practice basic first aid skills.
- Demonstrate CPR and AED procedures.
- Differentiate between passive, aggressive, and assertive communication.
- Describe potential dangers of sharing personal information through electronic media.

**Music 8**

The middle school music program educates students in playing an instrument and performing in a large ensemble. Students learn to perform with sufficient technical skills, which develop over time through effort and experience. Attention is given to the development of characteristic tone and musicality.

The middle school music courses are divided into three proficiency levels: Beginning (Grade 6), Intermediate (Grade 7), and Advanced (Grade 8). Each proficiency level requires consistent practice, an inquiring mind, and a willingness to take personal responsibility within the group. Musical reflection is also an important component of the middle school music program, as music education encourages higher level thinking, and students make and defend their musical judgments. Throughout the school year, students are exposed to different genres of music, as well as music of varying degrees of difficulty.
Music 8 Essential Standards

Advanced Music

Perceiving, Knowing, and Creating Music

- Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.
- Identify intervals and concert pitches in major and natural minor scales.
- Identify components of larger music works (e.g., symphony, mass, concerto).

Producing and Performing Music

- Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.
- Perform, independently or collaboratively, with good posture producing an appropriate tone quality.
- Improvise, compose and arrange music.
- Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
- Perform concert pitch major scales (e.g., C, F, Bb, Eb, Ab).

Responding to and Reflecting on Music

- Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.
- Compare and contrast selected composers and their works.
- Express how music performance and settings affect audience response.
- Compare common terms and contrasting definitions used for various artistic elements used in music and other art forms.

Computer Science Year 8

This course is an introduction to computer science and focuses on learning Python, a powerful scripting language. They will learn the basics of the language before using it to solve more complex problems. Using
the Python programming skills that the students will learn in the first unit, students will use the same scripting language to control EV3 robots.

Grade 8 Computer Science Essential Standards

*Algorithms and Planning*

- Create clearly named variables that represent different data types and perform operations on their values.
- Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.
- Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.
- Create procedures with parameters to organize code and make it easier to reuse.
- Seek and incorporate feedback from team members and users to refine a solution that meets user needs.
- Incorporate existing code, media, and libraries into original programs, and give attribution.
- Systematically test and refine programs using a range of test cases.
- Document programs in order to make them easier to follow, test, and debug.

*Computing Systems*

- Design projects that combine hardware and software components to collect and exchange data.
- Systematically identify and fix problems with computing devices and their components.

**Design Solutions 8**

Digital Solutions 8, an elective, challenges students to learn about technology through investigating, designing, planning, tinkering, building, evaluating and reflecting on products they have created. The goal of this class is to use a variety of technologies and hands-on activities to identify
and solve problems using imaginative solutions. Students engage in learning about various design solutions, technologies, and programs, before moving onto a final project to showcase their learning.

**Design Solutions 8 Essential Standards**

*Technology Operations and Concepts*

- Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:
  - Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

*Knowledge Construction*

- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:
  - Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

*Innovative Design*

- Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:
  - Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
  - Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
Art 8

Art 8, one trimester in length, builds upon the skills acquired in Art 7 and continues the exploration of two and three-dimensional art. This course is designed to develop artistic skills based on design, drawing painting, and ceramics (hand building and the potter’s wheel). Media used will include pencil, colored pencil, charcoal, pastel, watercolor, acrylic, and clay. As in all middle school visual art classes, the creation of art provides the context for students to critically analyze art and reflect upon their own artwork as a form of self-expression. Students also learn how history and culture have influenced art by comparing and contrasting artworks from different cultures and historical periods. Art 8 prepares students for the high school Studio Art class.

Art 8 Essential Standards

Creating Art

- Apply visual awareness to the creative process.
  - Use a variety of media, innovative combinations, and subjects.
- Develop skills and craftsmanship with materials, tools and techniques.
  - Create works of art that reflect refinement of technique and confidence in execution.

Perception and Evaluation of Art

- Using the language of art, students critically analyze, derive meaning from, and evaluate artwork.
- Describe art works using the language of art.
  - Use the vocabulary of art to describe, explain, and classify the information in works of art.

Making Visual Art Connections

- Understand how art has shaped and preserved history and culture.
- Understand how history and culture have influenced art.
  - Compare and contrast artworks from different cultures and historical periods.
- Make personal connections with visual art.
  - Understand how art contributes to self-expression.

**Drama 8**

Drama 8, an expansion of Drama 7, prepares students for high school theatre studies. At its core, the underlining focus of the course is communication. In previous years, students explored imagined scenarios in fictitious settings compared to Drama 8 where students explore real life themes and issues. Students investigate through drama relevant themes and issues such as global warming, racism, belonging, acceptance and home. Through creating and performing devised dramas on these topics, Drama 8 aims to broaden students’ awareness of themselves in the world while finding an appropriate voice for them to respond.

**Drama 8 Essential Standards**

*Creating Drama*

- Identify and experiment with the elements of drama to develop conviction and clarity in character, time, place and status through improvisational and rehearsal activities.
- Develop a performance through a play building process.
  - Select and structure ideas in improvisation and play building.
- Create and develop a dramatic performance using a range of texts
  - Research, devises and enacts drama using scripted and unscripted material.
- Cooperatively produce a dramatic work with an ensemble.
  - Develop and design dramatic elements to structure dramatic work in collaboration with others.

*Performing Drama*

- Engage an audience through voice, movement and focus.
  - Manipulate performance skills to communicate dramatic meaning.
• Use space, blocking, proxemics and status to engage an audience.
  o Utilize performance spaces and production elements appropriate to purpose and audience.
• Use theatre design, styles, forms and conventions to engage an audience.
  o Explore and use aspects of dramatic forms, performance styles, theatrical conventions, and design to create dramatic meaning.

Appreciating Drama

• Analyze a dramatic performance through the forms and conventions of drama.
  o Identify elements of drama, dramatic forms, performance styles, techniques and conventions in drama.
• Investigate the social and historical context of drama and theatre.
  o Research and recognize the function of drama and theatre in reflecting personal, social and cultural aspects of human experience.
• Reflect on and analyze their own work and the work of others.
  o Critique the contribution of individuals and groups in drama using relevant drama terminology.

Intensive Studies 8

Intensive Studies 8 provides specialized instructional support to ensure that students develop the skills which allow them to have full access to a rich curriculum across disciplines. Intensive Studies supports students in the transition years between elementary school and high school, where students move from a single core teacher to increasing personal responsibility for learning. This course also assists students who are identified as benefiting from English as an Additional Language support. Students attend this class during elective or World Languages B (French/Mandarin) time. The aim of Intensive Studies 8 is to help students strengthen foundational reading, writing, and language skills while using the content of the curriculum as the vehicle through which students develop and hone knowledge and skills in the areas of focus. This is accomplished via collaboration between subject area teachers.
and the Intensive Studies teacher.

**Intensive Studies 8 Essential Standards**

**Reading: Literature**

- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading: Informational Text**

- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- By the end of the year, read and comprehend literary nonfiction in the grades 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting
or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Language**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Listening and Speaking**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.