

GRADE 8 RELIGION EXIT EXPECTATION BOXES

CREEDAL CHURCH

- *Recognizes that we know God through creation, our own consciences and our longing for God*
- *Connects creedal beliefs of the Catholic Church to the lived experience of youth*
- *Recognizes that there are angels who praise and serve God*
- *Recognizes major periods in the Bible and in the history of the Catholic Church*
- *Describes the major traditions of our roots as Catholic Christians, e.g., marks of the church, church hierarchy, lay leadership and ecumenism*
- *Knows that Christ redeemed us from sin*
- *Describes the contribution of Mary, saints and holy people to faith tradition*
- *Knows that faith and science cannot contradict each other as both come from God*
- *Is able to explain and defend the core beliefs of the Catholic faith (apologetics)*
- *Recognizes the possibility we will be called to suffer for our faith*
- *Recognizes holy people of other traditions: Gandhi, Martin Luther King Jr.*
- *Identifies one's self as being a unique creation, made in God's image*
- *Recognizes that God has truly revealed His plan through Jesus Christ*
 - *Knows that to understand the Scriptures, one has to take into account the literary forms of the time*
 - *Tells stories from Scripture that describe the*

LITURGY/SACRAMENT

- *Knows that Christ acting in the Church is the ultimate celebrant of every sacrament*
- *Identifies the symbolic nature of Sacraments with symbols in life*
- *Identifies and experiences Catholic rituals and rites, for example, blessings, the Sacraments and Rite of Christian Initiation of Adults (RCIA)*
- *Participates regularly in Sunday Eucharist and knows that Christ is present in the assembly, Word, presider and especially in the Blest Bread and Wine*
- *Participates in the Sacrament of Reconciliation regularly*
- *Articulates the cycles of the Liturgical Year, including special feasts*
- *Identifies the ritual nature of life and associates it with the ritual of Church, for example, family meals and the Eucharist, seasons of nature and seasons of the Church Year*
 - *Identifies sacramental actions in Scripture: Commissioning (Matthew 28:18-20, Jeremiah 1:4-8, John 14:25-26, Acts 2:1-13); Ritual Meals*

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MORAL LIFE

- *Names and describes the Ten Commandments, the Beatitudes and the Corporal and Spiritual Works of Mercy as guidelines for living a happy life and applies them to daily life*
- *Describes experiences of conscience which signal what is right and wrong*
- *Identifies personal moral choices as an expression of a Catholic Christian moral life*
- *Associates social, economic and political choices with Christian morality*
- *Recognizes that some sins are collective and social-the wrongful acts of a group*
- *Integrates the skills of justice and peacemaking into their actions*
- *Recognizes that the values of our Catholic faith are contrary to the message in some contemporary music and media*
- *Is conscious of racial, ethnic and class differences and makes definite efforts to be inclusive in relationships, reaching out to those not in the "in group"*
- *Experiences a variety of opportunities to serve one's neighbors*
- *Associates Jesus as a friend and model of how we are called to be friends*
- *Recognizes that responsible dating helps friendships, and must be built on mutual respect**
- *Knows that we are called to respect life from conception to death**
- *Recognizes that affirmation and communication are essential to human life and are found in strong families**

CHRISTIAN PRAYER

- *Experiences a relationship with God in individual prayer including meditation and spontaneous prayer*
- *Recognizes and experiences belonging to a community which prays with and for each other*
- *Prays and understands the Nicene Creed*
- *Prays the Our Father as the most perfect prayer*
- *Uses contemplative prayer*
- *Prays, blessing God for all He has bestowed*
- *Prays using Marian devotions and other devotions, i.e., Stations of the Cross*
- *Uses Scripture as a source for daily prayer*
- *Experiences the presence of God through prayerful retreat experiences*
 - *Connects Scripture stories to life issues through prayer: Life of the Christian (Acts 2:42-47, 4:32-35); Light under the Bushel Basket (Matthew 5:14-16); God's Mercy and Compassion (Luke 1:68-79); Church as a Family (Ephesians 2:14-21); Justice of God (Jeremiah*

8TH GRADE LANGUAGE ARTS EXIT EXPECTATIONS BOXES
Pre/During Reading

READING STRATEGIES

- *Activate prior knowledge by distinguishing and choosing between various strategies*
- *Predict and infer logically and realistically to aid in pre-reading independently*
- *Select material appropriate to the purpose for reading*

WORD DEVELOPMENT

- *Identify and evaluate vocabulary prior to reading story*

**TYPES OF WRITTEN
MATERIAL/GENRES**

- *Apply genre knowledge and develop preferences in genre selection*
- *Exhibit Christian Moral Values When selecting reading materials*

8TH GRADE LANGUAGE ARTS EXIT EXPECTATIONS BOXES
During/Post Reading

READING STRATEGIES

- *Identify and use effective reading strategies: make connections; self-monitor comprehension by asking questions, visualizing, making predictions, and making inferences*
- *Understand structure of expository materials including main idea, and text patterns; understand structure of narrative stories by analyzing elements of plot*
- *Summarize, synthesize, and form opinions*
- *Evaluate texts for specific purposes and audiences*
- *Evaluate appropriate materials for research*

PRINT/TEXT STRUCTURE

- *Evaluate text resources such as: charts, tables, pictures, glossaries, indices, appendices, etc.*

**WORD DEVELOPMENT AND
DECODING STRATEGIES**

- *Demonstrate word recognition strategies (context clues, word origins, and decoding) to pronounce and understand unfamiliar words and clarify passages in the text*

**TYPES OF WRITTEN
MATERIAL/GENRE**

- *Choose, discuss, interprets, and analyze a variety of genres at an appropriate reading level*
- *Analyze literary and non-literary texts in order to understand human experiences through historical, social, cultural themes and issues*

INDEPENDENT READING

- *Self select developmentally appropriate materials to read silently and provide a reading response*

**STORY STRUCTURE AND LITERARY
ELEMENTS**

- *Analyze literary elements and defining features of multiple works of literature*
- *Analyze and evaluate theme, concepts, and literary elements found in various forms of literature using contextual evidence to support conclusions*

ORAL READING

- *Show developmentally appropriate oral reading through stress on words, pausing, phrasing, intonations, and use of punctuation that reflects understanding*

GRADE 8 MATH EXIT EXPECTATIONS BOXES

<p><u>Number Operations and Relationships</u></p> <ul style="list-style-type: none"> ▪ Identify irrational numbers ▪ Identify reciprocals and exponents ▪ Convert fractions, decimals, and percents greater than 1 and less than 0 ▪ Apply GCF, LCM, and prime numbers in solving problems ▪ Apply the concept of percent to discounts, simple interest, and sales tax ▪ Apply all operations to rational numbers ▪ Extend and apply estimation skills to rational numbers 	<p style="text-align: center;"><u>Probability and Statistics</u></p> <ul style="list-style-type: none"> ▪ Collect, organize, and analyze data and draw conclusions using various methods ▪ Select, create, and use appropriate graphical representations ▪ Distinguish between dependent and independent events ▪ Create and interpret line of best fit 	<p style="text-align: center;"><u>Geometry</u></p> <ul style="list-style-type: none"> ▪ Name, define, and give examples of complex figures (rhombus, polyhedron, cylinder) and their component parts (base, altitude, and slant height) ▪ Draw* 2-dimensional sketches of 3-dimensional objects ▪ Construct** parallel and perpendicular lines, triangles, and transversals
		<p style="text-align: center;"><u>Algebraic Relationships</u></p> <ul style="list-style-type: none"> ▪ Analyze pattern relationships ▪ Identify functions ▪ Use problem solving to develop numerical/algebraic relationships ▪ Add and subtract like expressions ▪ Apply concepts of variable expression and equation to solve simple problems ▪ Graph equations ▪ Apply four operations to rational numbers ▪ Use integer exponents and square roots ▪ Apply percents and ratios/proportions to solve problems ▪ Use generalized properties
	<p style="text-align: center;"><u>Measurement</u></p> <ul style="list-style-type: none"> ▪ Measure and draw angles up to 360° ▪ Add, subtract, and multiply measurements where grouping 	

*Draw means less precise or informal.

**Construct means create using precise measuring tools such as a ruler, compass, or protractor.

PRE-ALGEBRA MATH EXIT EXPECTATIONS BOXES

Number Operations and Relationships

- Understand concept of irrational numbers
- Understand concept of reciprocals and exponents
- Understand concept of real number system
- Develop and use order relationships of rational numbers

Geometry

- Describe relationships of special right triangles (30-60, 45-45, Pythagorean Theorem)
- Calculate surface areas and volume for 2- and 3-dimensional

Measurement

- Compare temperature differences (C and F)

Algebraic Relationships

- Identify and use arithmetic and geometric patterns and Fibonacci sequence to solve problems
- Create and evaluate expressions
- Apply concepts of variable expression and equation to solve multi-step problems
- Solve multi-step equations and inequalities (with variables on both sides)
- Graph inequalities
- Interpret equations using graphs and tables
- Use integer exponents and square

Probability and Statistics

- Apply and represent data to solve problems

The Pre-Algebra Curriculum includes these exit expectations IN ADDITION to PROFICIENCY in ALL exit expectations for grades 7-8.

GRADE 8 ART EXIT EXPECTATIONS BOXES

<u>Aesthetic Perception</u>	<u>Aesthetic/Spiritual Valuing</u>	<u>Historical/Cultural Integration</u>
<ul style="list-style-type: none"> ■ The student: <ul style="list-style-type: none"> ○ <i>Is socially aware & sensitive to peer opinion.</i> ○ <i>Values product more than process.</i> ○ <i>Makes connections between images & thoughts, feelings, memories & ideas.</i> ○ <i>Desires to develop technical competencies & expand representational skill. (Increasing skill builds confidence & ability to take creative risks.)</i> ○ <i>Is interested in developing personal style.</i> ○ <i>Explores purposes & functions of art.</i> 	<ul style="list-style-type: none"> ■ The student: <ul style="list-style-type: none"> ○ <i>Explores ideas about the purposes & meanings of art.</i> ○ <i>Values art & creative expression as integral part of a spiritual human being.</i> ○ <i>Describes, interprets, analyzes & reflects on the meaning of unfamiliar & challenging works of art.</i> ○ <i>Considers & discusses aesthetic, ethical & spiritual issues related to art.</i> ○ <i>Discusses cross-cultural aesthetics & values.</i> ○ <i>Explores the difference between creative process & skill development.</i> ○ <i>Respects various styles & kinds of art.</i> ○ <i>Recognizes & reflects on the</i> 	<ul style="list-style-type: none"> ■ The student: <ul style="list-style-type: none"> ○ <i>Explores & discusses a variety of multicultural art forms.</i> ○ <i>Explores & discusses differing cultural concepts of beauty.</i> ○ <i>Examines the art & photography from Civil War, post Civil war, and arts & crafts of early United States.</i> ○ <i>Compares U.S. ethnic and 21st century avante-garde art.</i> ○ <i>Explores the future of U.S. urban design.</i> ○ <i>Is familiar with various styles of art, including: modern, pop, op, surrealism & action painting.</i> ○ <i>Is familiar with a variety of works & artists, including: John James Audubon, Frederick Church, Winslow Homer, William Merrit Chase, James Whistler, & John Singer Sargent.</i> ○ <i>Is familiar with a range of art activities such as: museum curation, historic</i>
Environmental Integration		
<ul style="list-style-type: none"> ■ The student: <ul style="list-style-type: none"> ○ <i>Respects & cares for art tools, work areas & materials.</i> ○ <i>Participates in creating an attractive & aesthetic learning environment.</i> ○ <i>Recognizes & applies design elements from the natural & constructed environment.</i> ○ <i>Explores how clothing, costume & fashion are influenced by</i> 		

GRADE 8 ART EXIT EXPECTATIONS BOXES

Creative Communication and Expression

- The student:
 - Expresses ideas about art & design in clear & appropriate language.
 - Uses increasing sensitivity, perception & visual expression in artwork.
 - Identifies & uses problem-solving techniques in artwork.
 - Understands how materials & techniques influence the expressive quality of art.
 - Uses thumbnail sketches to experiment and develop visual ideas.
 - Explores how own & others' artwork affects feeling.
 - Integrates visual thinking & communication skills in other learning contexts.
 - Works independently & collaboratively to produce ideas & works of art.
 - Uses multiple resources to research an original idea about art or design.
 - Uses 3 dimensions, shading & subtle color combinations.
 - Uses a variety of visual expressions, including: drawing, painting, printmaking, sculpting, modeling, building, photography, film, video, & computers.
 - Develops a portfolio of artwork that shows the