

**8<sup>th</sup> GRADE CURRICULUM**  
TRINITY LUTHERAN SCHOOL  
824 WISCONSIN AVENUE  
SHEBOYGAN, WI. 53081

**RELIGION**

Text: *Voyages: Exploring God's Word* - New Testament History – CPH, c. 2002.

Course Description: A study of the New Testament with emphasis on the Gospel of Mark. The Reformation Era and the life of Dr. Martin Luther is also studied.

Projects: Memorize and understand key Bible passages for Christian living. Write a term paper on the life of Luther.

Expectations: Active participation in class and activities; assignments completed as requested. Written tests and quizzes are given periodically. Research papers are assigned on specific topics.

**LANGUAGE ARTS**

Text: *Spotlight On Literature*, McMillan/McGraw Hill, c. 1997; *Elements of Language – Second Course*, c. 2004;; *Spelling – Spelling Connections*; Zaner-Bloser, c. 2007, *Johnny Tremain*, *Romeo and Juliet*; *Red Badge of Courage*.

Course Description: *Spotlight On Literature* is used as the base text of literature. Vocabulary building and comprehension are stressed. Through classroom discussion and writing assignments, students are guided into a greater appreciation for story elements, figurative language, inferences, and other literacy techniques. Six trait writing is used to enhance students' writing abilities. Correct use of English grammar and spelling is stressed in all activities. Novel studies include Newbery Award winning books. Both oral and written communication should be developed. Poetry and Greek mythology provide additional units and culminate in class and individual scrapbook projects. Trade books are used to develop reading and comprehension skills. Cooperative reading groups are used to help students develop interaction and communication abilities.

Projects: Reading anthology selections, Accelerated Reader, SSR, variety of writing samples for portfolio (e.g. journal, compositions, letters, poetry, speeches, short story, book reports), Spelling Bee, class poetry book and mythology scrapbook.

Expectations: Students will be expected to discuss stories, complete composition assignments, and perform well on tests and quizzes. Students will read Accelerated Reader list books as well as other books. Students will complete several writing activities that mimic the literature selections. Computerized or teacher administered quizzes will be given. Each week a spelling test will be given. Outside reading is done on individual contract basis between the students, parents, and teacher.

**HANDWRITING**

Course Description: Correct body, papers, and finger positions are stressed as the students practice the important factors in handwriting: smoothness, spacing, slant, shape, size, alignment, and speed.

Expectations: Student commitment to good handwriting is essential. Neat handwriting is expected in all written work.

**SOCIAL STUDIES**

Text: *American History* – McDougal-Littell, c. 2008; *We the People* - Center for Civic Education

Course Description: History of the United States in ten units from the discovery of the New World to the 2000's. Special emphasis on Constitution, Bill of Rights, and major battles in American history.

Projects: Reports and illustrations of significant events and famous persons. Demonstrations and displays developed by using the public library resources. Special study of Chicago before Chicago trip.

Expectation: A section is read and selected questions at the end of the section are answered in complete sentences. Tests or quizzes are given at the end of each chapter. Class discussion is part of the final grade.

### **MATHEMATICS: ALGEBRA**

Text: *Algebra I* – Saxon, c. 2004

Course Description: The algebra text sequentially follows the Algebra 1/2 text that the students had last year. Upon completion of this course, students might move into high school geometry as freshmen. Calculators will be used at the teachers discretion.

Projects: Daily assignments, the students notebook is the on-going record of progress on daily work. Quizzes throughout a chapter, and chapter tests, and daily work provided evaluation of student progress.

Expectations: Students will complete assignments on loose-leaf paper or on their worksheets in advance of the class period for which they are due, unless the student has been absent. Questions from the students are encouraged when the students find something is difficult to understand.

### **MATHEMATICS: PRE-ALGEBRA**

Text: *Algebra 1/2*- Saxon, c. 2004

Course Description: This course is for those students who last year had seventh grade math and are ready for a more advanced math text as eight grade students. Previously learned skills are reinforced and built upon as the student applies arithmetic concepts and is introduced to algebra and upper level geometry, both of which are put into a palatable format for eight grade students. Upon successfully completing this course, the student will be able to take algebra. Calculators will be used at the teacher's discretion.

Projects: Daily assignments; the student's notebook is the on-going record of progress on daily work (notebooks are checked regularly by the teacher); quizzes throughout a chapter; and chapter tests. A notebook of class notes is expected.

Expectations: Students will complete assignments on loose-leaf paper or on their worksheets in advance of the class period for which they are due, unless the student has been absent. Questions from the students are encouraged when the students find something is difficult to understand.

### **MUSIC**

Students receive 40 minutes of general music instruction each week. Instruction includes practice in sight-singing, further practice in reading and notating music, study of Lutheran liturgy and hymnody, and comparisons of music styles from different historical periods of music history. Grades are based on oral and written reports, worksheets, and other homework assignments.

### **CHOIR**

Students in grades 6 through 8 may be members of the Trinity Singers Choir. This choir meets twice a week to learn anthems and parts of the liturgy to lead the congregation in song for Divine Services at Trinity Lutheran Church. Students are expected to sing using proper posture, breath support, and vocal techniques. The choir is usually scheduled to sing once per month for Sunday services. Grades are based on attitude and effort during rehearsals and attendance at

scheduled services. Those students not in choir will attend Music Appreciation classes during the choir time.

## **SCIENCE/HEALTH**

Text: *Prentice Hall Physical Science* – Pearson/Prentice Hall, c. 2005.

Course Description: Physical science studies the laws and principles of science that govern our everyday life. The eighth grade science curriculum is designed to help the student understand the principles and recognize their applications to everyday life. Topics covered include the scientific method, energy and motion, the nature of matter, elements and their properties, chemical interactions, waves, light, and sound; and electricity and energy resources. Experiments and mini-labs are used to enrich the content study with accepted, appropriate process opportunities. Chemistry and Physics are introduced for high school mastery.

Projects: Laboratory reports following the scientific process for each experiment. A major experiment is done by each student for the science fair. Students will be given the opportunity to develop creative presentations for selected topics. Science fair allows students to design and carry out unique projects allow them to use the scientific method.

Expectations: Questions are answered at the end of each section and chapter. Quizzes are given periodically and chapter tests at the end of each chapter. Students are expected to keep a neat, detailed notebook of all work and notes.

## **PHYSICAL EDUCATION**

Course Description: The physical education program is designed to enhance the student's individual skill and knowledge of both individual and team sports. Enthusiastic participation and enjoyment of competition is greatly encouraged. Team sports that are included are: volleyball, soccer, football, basketball, gymnastics, track and softball.

Expectations: Physical Fitness Testing is done in early fall and also in the spring to check the development of the students. Fitness for life is emphasized.

## **ART**

Course Description: Students will review elements of art and will do projects in drawing, painting, clay, metal work, etc. These projects will give students an opportunity to explore art media and grow in their ability to communicate ideas in art. Art appreciation is presented monthly under the leadership of Mrs. Kelm.

Expectations: Students will complete each assignment in art. The work will need to be done at home or during study time at the classroom teacher's discretion. Students will grow in their appreciation of art and in experience and skill in producing art. Artwork will be graded according to a rubric suited for each project.

## **COMPUTERS**

Software and Microsoft Works

Course Description: To develop proficiency in keyboarding skills. Activities include internet searching, Power Point, Inspiration, brochures, Word, and iMovie.

Expectations: That each student spend one half hour at the computer during the week.

## **FOREIGN LANGUAGE: German or Spanish Class**

Text: *En Espanol*, McGraw Hill 5th Edition Spanish, c.2003 – *Komm Mit*, Houghton Mifflin German, c. 2000.

Course Description: Emphasis on conversation with an introduction to grammar, plays, songs, and holidays of the country are studied.

Expectations: Homework is assigned to be completed the next class session.

## **SPECIAL EVENTS**

Geography Bee  
Servant Events  
Science Fair (April)  
Spelling Bee  
Track & Field Day  
Trip to Chicago (May)

## **STUDY TIPS**

Often parents and other adults ask educators how they can help students achieve success in school. Listed are some tips that will increase their success. Some of these tips, when applied to the home or work place, can also increase an adult's productivity.

1. Provide a quiet, well-lit place for study.
2. Have all necessary supplies on hand.
3. Expect your child to maintain an assignment notebook.
4. Establish a regular, daily study time, and set this as a priority in your schedule. Monitor your child's work.
5. Check for understanding by having your child explain the materials to you in his/her own words.
7. Be available to your child to answer questions.
8. Praise and support your child in his/her study efforts.
9. Contact the teacher when you have questions or concerns.

Listed are some tips on doing textbook assignments that will increase student success:

1. Look over the entire assignment: headings, pictures, diagrams, and questions included in the assignment.
2. Ask yourself questions before you read. What is this assignment all about? What do I know about this subject? How will I use this information?
3. As you are reading, constantly ask yourself, "Do I understand?" If the answer is no, stop and think why not? And try another approach.
4. When you are finished, take a minute to think about what you have learned. It's a good idea to take some notes whether or not they're required.
5. Always try to fit new information in with what you already know about this subject.

## **DISCIPLINE**

Infractions: Disturbing class, inappropriate behavior and speech, infringing on the rights of others, lack of proper preparation for class.

Results:

1<sup>st</sup> infraction - Name on board

2<sup>nd</sup> infraction - Check before name. Fifteen minutes of quiet time during noon break or after school.

3<sup>rd</sup> infraction - 2<sup>nd</sup> check before name. remain after school 30 minutes Contact parents to explain why they are remaining after school.

4<sup>th</sup> infraction - In-house suspension. Must take assignments and go to another room to do work. Meeting with parents before student may reenter class. Mid term reports and weekly report sheets will be sent home with the student.

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