Worthington School District

WHAT TO EXPECT IN

8th Grade

Purpose of the Grade Level Guide

• Provide parents a general overview of the content taught at each grade level
• Provide information regarding the district instructional materials used to teach the content
• Provide parents a general overview of the intellectual, social, physical, and emotional characteristics of a child in this grade level
• List resources that can be used to gain additional information regarding Worthington’s Learning Standards in ELA, Math, Science and Social Studies
• Provide resources to assist parents in supporting their child’s learning
• Provide district contacts to whom questions can be directed

Communication with Parents

Communication regarding a student’s program and progress in learning comes in many different ways and forms throughout the year. The chart below best describes the total “Communication Pie.” The Grade Level Guide is one “slice” of the pie. It is intended to give you a snapshot of what to expect at each grade level and resources to help you gain more information about Worthington’s Learning Standards for ELA, Math, Science and Social Studies.

Program Information
• Ohio Academic Content Standards
• Graded Courses of Study
• Grade Level Guides
• Course Handbooks
• Strategic Balanced Literacy Framework
• Newsletters
• Websites

Individual Communications
• Phone Calls
• Student Plan Books
• Email
• Assessed Student Work

Student/Parent/Teacher Conferences
• Goal Setting
• Progress Reporting
• Intervention Plans

Formal Progress Reports
• Quarterly Reports
• Interim Reports
• Parent/Student/Teacher Conferences
• Grade Cards
• Electronic
Mathematics

In CCSS 8th Grade Math, students will learn a number of skills and ideas that they must know and understand to be ready for college and career. Your child will continue to learn how to write and reason with algebraic expressions. Your child also will make a thorough study of linear equations with one and two variables. Building on previous work with relationships between quantities, your child will be introduced to the idea of a mathematical function. And your child will prepare for high school geometry by understanding congruence (same shape and size) and similarity of geometric figures, understanding slope, and relating linear equations in two variables to lines in the coordinate plane, solving linear equations (e.g., \(-x + 5(x + 1/3) = 2x - 8\); solving pairs of linear equations (e.g., \(x + 6y = -1\) and \(2x - 2y = 12\)); and writing equations to solve related word problems, understanding functions as rules that assign a unique output number to each input number; using linear functions to model relationships, analyzing statistical relationships by using a best fit line (a straight line that models an association between two quantities) working with positive and negative exponents, square root, and cube root symbols, and scientific notation (e.g., evaluating \(\sqrt{36} + 64\); estimating world population as \(7 \times 10^9\), understanding congruence and similarity using physical models, transparencies, or geometry software (e.g., given two congruent figures, show how to obtain one from the other by a sequence of rotations, translations, and/or reflections) and understanding and applying the Pythagorean Theorem to solve problems.

District Instructional Materials: Pearson Digits

In CCSS 8th Grade Math 1, students will formalize and extend the mathematics that they learned through the end of 7th grade. Content in this course is grouped into six critical areas, or units. The units of study deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Eighth Grade Math 1 includes an exploration of the role of rigid motions in congruence and similarity. The Pythagorean Theorem is introduced, and students examine volume relationships of cones, cylinders, and spheres. Eighth Grade Math 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

District Instructional Material: Pearson Digits

Language Arts

Worthington’s Learning Standards in English Language Arts, adopted by the Worthington Board of Education, are K-12 standards that provide the basis for a rigorous education in the Worthington Schools.

The board adopted approach to comprehensive literacy instruction is the Strategic Balanced Literacy Framework (SBLF) adopted by the Worthington Board of Education in April 2006. The SBLF Frequently Asked Questions (FAQ) document provides more information on the guiding principles of this framework.

Language Arts 8 is composed of reading, writing, speaking, viewing, and listening. The course focuses on the study of literature including novels, short stories, plays, poetry, and nonfiction. Basic elements of the writing process are emphasized through the conventions of grammar, usage, and mechanics.
Formal and informal opportunities are given to develop students’ speaking and listening skills. To enhance their middle school experience, students participate in individual and collaborative activities.

**District Instructional Materials:**
Collections Anthology Houghton-Mifflin

**Enriched English 8** is specialized in terms of breadth, depth, and pace. Skills developed in Enriched English 7 are reinforced and extended. It is a challenging course concentrating on the elements of literature and the writing process. This course is designed to create a comfortable environment for enriched students, and it provides a foundation for students entering Enriched English 1 their freshman year. Students analyze all genres of literature examining theme, style, character, and tone. They learn techniques that enable them to produce a variety of original papers, presentations, and projects. Because teachers have an extensive awareness of these students’ particular intellectual needs as well as their affective needs, they design and facilitate instruction accordingly.

**District Instructional Materials:**
Collections Anthology Houghton-Mifflin

**English Language Learners** participate in English and Reading classes at their level of language proficiency. This can include pull out programs as well as full inclusion in grade level appropriate English and Reading instruction.

**Social Studies**

**U.S. Studies from 1492 to 1877: Exploration Through Reconstruction**
The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronologic view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic, and political factors.

**District Instructional Materials:**
Holt Science and Technology and Gizmos

**Science**

Eighth grade science focuses on helping students use scientific inquiry to discover patterns, trends, structures, and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems. The Earth Science section of the course will focus on the physical features of Earth and how they formed. This includes the interior of Earth, the rock record, plate tectonics, and landforms. Students will learn about forces and motion within, on, and around the Earth and within the universe in the Physical Science portion of the course. The Life Science section focuses on continuation of the species.

**Other Courses Taken**
(see course handbook)

**One of the following:**
- General Music
- Choir
- Band
- Orchestra
- Art

**One of the following:**
- Foreign Language Level 1B
- Reading Lab

**Health** (one semester)

**Wellness 4 Life**

**Seminar**

**Assist**
# General Characteristics of Grade 8 Children

<table>
<thead>
<tr>
<th>Intellectual</th>
<th>Emotional</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>• become more analytical</td>
<td>• are preoccupied with self</td>
<td>• are sensitive to attitudes of peers</td>
</tr>
<tr>
<td>• can deal with abstract</td>
<td>• begin to have models other than</td>
<td>• with an emphasis on peer group and a</td>
</tr>
<tr>
<td>• are able to see dimensions of</td>
<td>parents</td>
<td>sense of belonging</td>
</tr>
<tr>
<td>problems</td>
<td>• become more self-conscious</td>
<td>• need to be noticed</td>
</tr>
<tr>
<td>• can conceptualize other’s thoughts</td>
<td>• search for self-definition through</td>
<td>• show increased interest in opposite</td>
</tr>
<tr>
<td>• are able to apply logic to verbal</td>
<td>friendship</td>
<td>sex</td>
</tr>
<tr>
<td>and hypothetical problems</td>
<td>• establish values</td>
<td>• deliberately exclude others</td>
</tr>
<tr>
<td>• are sensitive to their place in time</td>
<td>• wish to no longer be viewed as a</td>
<td>• select leaders who are often</td>
</tr>
<tr>
<td>• are concerned with end product</td>
<td>child</td>
<td>precocious</td>
</tr>
<tr>
<td></td>
<td></td>
<td>intellectually and physically and are</td>
</tr>
<tr>
<td></td>
<td></td>
<td>popular with the opposite sex</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• begin to challenge parental and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>school authority</td>
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<tr>
<td></td>
<td></td>
<td>• develop a sense of opposite sex</td>
</tr>
<tr>
<td></td>
<td></td>
<td>identity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• participate in family activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• develop a sense of justice and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>concern for others</td>
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<tr>
<td></td>
<td></td>
<td>• want to develop independence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>• develop at a rate which varies</td>
<td></td>
<td></td>
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<tr>
<td>from peers</td>
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<td></td>
</tr>
<tr>
<td>• grow rapidly preceding the onset of</td>
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<td></td>
</tr>
<tr>
<td>puberty (girls about two years</td>
<td></td>
<td></td>
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<tr>
<td>ahead of boys)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• have rapid muscular growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• are awkward and restless because of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>uneven growth of different body</td>
<td></td>
<td></td>
</tr>
<tr>
<td>parts</td>
<td></td>
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</tbody>
</table>

# District and State Assessment Schedule

To view the District Assessment Calendar, log on to the district website [http://www.worthington.k12.oh.us/](http://www.worthington.k12.oh.us/), select the “Academics” tab, select “Academic Achievement” in the drop down menu, then click on “Assessment” on the left hand rail.

# Resources

For additional information regarding our curriculum and programs, please refer to the following resources:

**Worthington Schools Website:**  
[http://www.worthington.k12.oh.us/](http://www.worthington.k12.oh.us/)

**Ohio Department of Education Website:**  
[http://www.ode.state.oh.us/](http://www.ode.state.oh.us/)

If you have questions, please feel free to discuss them with your child’s teacher, the building principal, or contact any of us in the Department of Academic Achievement. You can also use the district website to contact any administrator in the district through email.