



## 8<sup>th</sup> Grade Learning Target Progress Report

Student \_\_\_\_\_ EF \_\_\_\_\_ Semester **1 2** Year \_\_\_\_\_

### Explanation of Standard Ratings

1. Beginning: Student has been exposed to Standard.
2. Basic: Student is approaching grade level Standard.
3. Proficient: Student demonstrates grade level mastery of Standard.
4. Advanced: Student exceeds grade level mastery of Standard.

Leave blank if student has not been exposed to this Standard.

<b>Language Arts</b>	
<b>Reading: Word Analysis, Fluency, and Vocabulary Development</b>	
1. Understand the use of idioms, analogies, metaphors, similes, symbolism, dialect, personification, alliteration, hyperbole, imagery, foreshadowing, flashback, setting, irony, to produce a desired effect in the reader.	
2. Identify meanings of commonly used Greek and Latin roots, and meanings of common prefixes and suffixes.	
<b>Reading Comprehension (Focus on Informational Materials)</b>	
3. Analyze and understand consumer information documents: warranties, manuals, contracts. Be able to explain and/or use the processes or information read.	
4. Identify missing support or information in a text.	
5. Know characteristics of ballad, lyric, couplet, epic, elegy, ode & sonnet in poetry.	
6. Identify subplots, parallel episodes, climax, plot development & conflict.	
7. Identify recurring themes across ancient & modern works.	
8. Identify character motivation and relationships between characters.	
9. Identify the motivation of the writer and the purpose of the writing – inform, persuade, entertain, compare.	
10. Be able to draw conclusions from what you read.	
11. Identify and summarize the main idea of a paragraph or longer selection.	
12. Identify the tone of a written work and what elements contribute to the creation of the tone: setting, imagery, characterization, dialogue, etc...	
<b>Writing</b>	
13. Create coherence among paragraphs via transitional words and sentences, and by using parallel structures.	
14. Create compositions that have a coherent thesis, provide adequate support and end with a clear conclusion.	
15. Revise writing for concise, lively, complete sentences.	
16. Write biographies, autobiographies, short stories or narratives.	
17. Create or choose the best thesis statement for a written work.	
18. Correctly use and punctuate quotations.	
19. Identify and correct fragments and run-on sentences.	
20. Organize steps in a logical sequence.	
21. Identify or choose the best organizational structure for a written work: chronological, order of importance, compare/contrast, problem/solution.	
22. Choose or create the best supporting detail or quotation.	
23. Revise for consistent point of View, verb tense and number.	
<b>Listening and Speaking</b>	
24. Use a speech outline with introduction, body, and conclusion in oral presentations.	
25. Deliver research presentations using charts, maps or graphs	
26. Recite poems, speeches and/or soliloquies with appropriate expression, tone & gesture.	
<b>Math – Algebra I</b>	
1. Understand and correctly use properties of integers, rational and irrational numbers and correctly apply rules for using order of operations.	
2. Understand and correctly apply the rules of exponents, including negative and fractional exponents, and taking roots.	
3. Students simplify expressions and solve linear equations and inequalities in one variable, including equations and inequalities involving absolute value.	
4. Graph linear equations, compute the x- and y- intercepts, and identify the slope of the line. Understand how the slopes of parallel and perpendicular lines are related.	
5. Derive linear equations given two points on the line, or given the slope and one point on the line. Verify that a	

point lies on a line, given the equation of the line.	
6. Solve a system of two linear equations or inequalities in two variables. Present both algebraic and graphical solutions.	
7. Add, subtract, multiply and divide algebraic expressions, including monomials and polynomials.	
8. Factor polynomials.	
9. Simplify, add, subtract, multiply and divide rational expressions (expressions with polynomials in the numerator and denominator).	
10. Solve quadratic equations by factoring, completing the square, or by using the quadratic formula.	
11. Solve a variety of word problems, including rate problems, work problems and percent mixture problems.	
12. Identify whether a given relation is a function and identify the domain and range of the function or relation.	
13. Graph quadratic equations in two variables and identify the roots of the quadratic equation.	
14. Apply quadratic equations to problems in physics and physical science (i.e. motion problems).	
15. Understand inductive and deductive reasoning.	
16. Prove or disprove mathematical statements using properties of the number system (to prove statements), or by providing counterexamples (to disprove statements).	

## **Science**

### **Physical Science**

1. Students understand the forces of motion: displacement, force, velocity, speed, inertia, friction, centripetal force, gravitational drag, inertia, compression, momentum, mass, volume, density, buoyancy.	
2. Students can solve distance, rate, and time problems.	
3. Students know how to measure motion.	
4. Students know how to interpret graphs of position vs. time and speed vs. time for motion in a single direction.	
5. Students know how to identify separately the 2 or more forces acting on a single static object: including gravity, elastic forces due to tension and compression in matter, and friction.	
6. Students know that when the forces on an object are imbalanced, the object will change its velocity ( that is it will speed up, slow down or change direction)	
7. Students know the affects of gravity in forming and maintaining the shapes of the planets, stars and the solar system.	
8. Students know the structure of the atom and know it is composed of protons, neutrons and electrons.	
9. Students know why some materials conduct electricity.	
10. Students know that the state of matter (solid, liquid, gas) depends on molecular motion.	
11. Students know how to use the periodic table of elements to identify elements in simple compounds and locate various types of elements – metals, non-metals, plasmas, noble gasses.	
12. Students know the difference between a physical change and a chemical change, and can figure out the products of various chemical combinations.	
13. Students know which elements are most common in animals and plants, and why.	
14. Students know how to measure volume using displacement and a graduated cylinder.	
15. Students know how to figure out density with mass and volume given	
16. Students know how to determine the outcome of two forces pushing against each other.	

### **Earth Science**

17. Students know that galaxies are clusters of billions of stars and have many different shapes.	
18. Students know that the sun is a star in the Milky Way Galaxy, and that stars differ in size, temperature and color.	
19. Students know what a light year is, and how light years are used to measure the distance between objects in space.	
20. Students know that the moon and some planets are visible from Earth because they reflect the light from the sun and nearby stars.	
21. Students know the locations of all planets and moons in our solar system.	
22. Students know why the moon appears to change shape ( phases of the moon)	

### **Investigation and experimentation**

23. Students use a variety of print and electronic resources, including the World Wide Web, to collect information as part of a research project.	
24. Students use appropriate tools for investigation – microscopes, calculators, telescopes, barometers, spring scales, graduated cylinders, binoculars, thermometers, etc....	
25. Students conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.	
26. Students construct and interpret graphs, charts, and labeled diagrams from collecting data and measurements.	
27. Students communicate the steps and results from an investigation in written reports and oral presentations.	

## **Social Studies**

<b>Understand the major events leading up to the founding of America and how they affected the development of American constitutional democracy.</b>
1. Analyze the philosophy expressed in the Declaration of Independence with an emphasis on government as a means of securing individual rights.
2. Describe America's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.
<b>Understand the political principles reflected in the U.S. Constitution and compare the stated and implied powers of the federal government.</b>
3. Study the debates involved in the development of the Constitution and how they resolved questions of state/federal power, slavery, rights of individuals and states, and the status of American Indians.
4. Describe the philosophy outlined in the <i>Federalist Papers</i> and how the beliefs of leaders and thinkers (James Madison, Alexander Hamilton, John Jay, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson) affected the writing and ratification of the Constitution.
5. Know the powers of government stated in the Constitution and the fundamental liberties ensured by the Bill of Rights.
6. Describe the following principles and their application to American government: federalism, dual sovereignty, separation of powers, checks and balances, majority rule.
<b>Understand how the American political system works and how citizens participate in it.</b>
7. Know about the basic law-making process and how the Constitution provides opportunities for citizens to participate in the political process, monitor, and influence government (elections, political parties, interest groups).
8. Understand how conflicts between Thomas Jefferson and Alexander Hamilton led to the emergence of two political parties.
9. Know about domestic resistance movements and how the central government responded to them (Shays' Rebellion, Whiskey Rebellion).
<b>Know about the lives of people in early America and the political, territorial, and economic issues they faced.</b>
10. Describe America's physical landscape, political divisions, and territorial expansion during the first four presidents' terms.
11. Discuss daily life, including art, music, & literature, of early America (Washington Irving, James Fenimore Cooper).
<b>Analyze U.S. foreign policy in the early Republic, including the War of 1812 and early Indian treaties.</b>
12. Know the causes, consequences, major battles, leaders, and events of the War of 1812.
13. Know the changing boundaries of the United States and the influence of the Monroe Doctrine, the Mexican-American War, and Westward Expansion.
<b>Analyze the lives, accomplishments, and struggles of people from 1800 to the mid-1800s living in the Northeast.</b>
14. Know about the technical, economic, and political factors of building a network of roads, canals, and Railroads.
15. Know the reasons for the wave of immigration from Northern Europe and its effect on the growth and distribution of cities (e.g. Irish immigrants and the Great Irish Famine).
16. Examine the women's suffrage movement and its key figures (Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
<b>Analyze the lives, accomplishments, and struggles of people from 1800 to the mid-1800s living in the South.</b>
17. Know about the development of the South's agrarian economy, identify cotton-producing states, and know the significance of cotton and the cotton gin.
18. Trace the origins and development of slavery, its effect on black Americans and on the region's development, and identify attempts to both overturn and preserve it.
<b>Analyze the lives, accomplishments, and struggles of people from 1800 to the mid-1800s living in the West.</b>
19. Know about the election of Andrew Jackson in 1828 and the key events from his administration (spoils system, veto of National Bank, Indian removal, opposition to Supreme Court).
20. Describe the purpose, challenges, and economic incentives of the westward expansion (Manifest Destiny, Lewis and Clark expedition, Trail of Tears, settlement of Great Plains).
21. Describe the causes and consequences of the Texas War for Independence and the Mexican-American War.
<b>Analyze the early and ongoing attempts by Americans to abolish slavery and realize the ideals of the Declaration of Independence.</b>
22. Describe the leaders of the anti-slavery movement (John Q. Adams, John Brown, Harriet Tubman, Benjamin Franklin, Theodore Weld, Willam L. Garrison, Frederick Douglass).
23. Know how the issue of slavery affected the annexation of Texas and California's admission to the union.
24. Know key events in the slavery debate (States' Rights Doctrine, Missouri Compromise, Wilmot Proviso, Compromise of 1850, Kansas-Nebraska Act, <i>Dred Scott v. Sandford</i> decision, Lincoln-Douglas debates).

Education Facilitator Signature\_\_\_\_\_

Date\_\_\_\_\_