

2010-2011 Otsego Public Schools

"Linking Students to the World"



Eighth Grade Curriculum Overview for Parents

Mission Statement

The Otsego Public Schools will provide a challenging academic experience in a safe environment, develop individual talents, promote unity among a diverse student population and create partnerships within the community.

English Language Arts

In the following areas of English, by the end of eighth grade, your child is expected to:

Reading

- Know the meanings of words encountered frequently in grade level reading and oral language contexts.
- Use context clues to determine the meaning of unfamiliar and multiple meaning words.
- Read fluently with appropriate expression.
- Apply strategies to construct meaning and identify unknown words.
- Analyze elements such as role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.
- Explain how authors use literary devices (dialogue, imagery, and understatement) to develop characters, themes, and plots.
- Make connections between themselves, others, the world, and text across all curricular areas.
- Recognize distortions and stereotypes in literature such as gender, race, culture, age, class, religion, and other individual differences.
- Analyze elements of style in narrative text (historical fiction, science fiction, and realistic fiction).
- Analyze elements of style in informational text (comparative essays, newspaper writing, technical writing, and persuasive essays).
- Understand the use of illustrations, author's pages, prefaces, and marginal notes.
- Interpret graphs and charts to enhance understanding and follow directions given in an informational passage.
- Summarize grade level narrative and informational text.
- Independently self-monitor comprehension when reading or listening to text.
- Use strategies of an active reader (predicting, constructing mental images representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing).
- Analyze organizational patterns (theory, evidence, sequence).
- Be enthusiastic about reading and do substantial reading on his/her own.

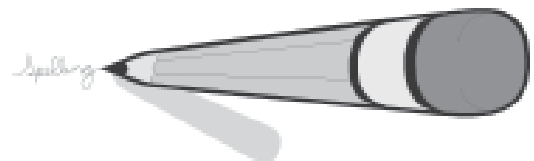
Writing

- Spell a selected list of high frequency words appropriate to grade level.
- Write a historical expository piece (journal, biography, simulated memoir) that includes appropriate organization, illustrations, marginal notes, and/or annotations.
- Formulate complex research questions.
- Use multiple resources (books, magazines, internet) to research a given topic.
- Exhibit individual style to enhance writing.
- Use conventions appropriate to grade level: infinitives, gerunds, participial phrases, and dashes or ellipses.
- Write legibly in his/her compositions.
- Be enthusiastic about writing.
- Use the Writing Process to:
 - Write a personalized response on a common theme.
 - Write a cohesive narrative piece that includes appropriate conventions to the genre (historical fiction, science fiction, realistic fiction).
 - Apply a variety of prewriting techniques such as graphic organizers, story maps, and webs to collect and focus thoughts to write a narrative or informational piece.
 - Review and revise drafts using proofreaders' checklists individually and in peer editing groups.
 - Write for a specific purpose by using sentence variety in multiple paragraphs.
 - Sequence information (ordering arguments, sequencing ideas chronologically or by importance).

The Six Traits of Good Writing

Good examples of writing should include the following traits:

- Ideas: Main idea, Clarifying ideas, Focused
- Organization: Beginning, Middle, and End
- Voice: Personality, Perspective, Energy, and Enthusiasm
- Word Choice: Concise, Readable, Interesting
- Fluency: Smooth, Expressive, Good Transitions, Variety of Sentences
- Conventions: Spelling, Grammar, Punctuation



5-Step Writing Process

Pre-Writing

- Brainstorm
- Graphic Organizers

Rough Draft

- Express Ideas

Revise

- Expand on Ideas
- Vary Sentence Length

Edit

- Use Teacher and Peer Conferencing
- Check for Capitals, Punctuation, Spelling, and Grammar

Publish

- Final Copy

Speaking/Listening/Viewing

- Use enunciation and stress to emphasize key ideas and concepts when presenting.
- Use body language (gestures, posture, facial expressions), tone of voice, and pace of speaking to enhance meaning and influence interpretation when presenting.
- Design and deliver a well-organized informational presentation that incorporates precise, interesting, and vivid language.
- Discuss his/her written narratives with a variety of literary and plot devices (description of relevant situations, well-chosen details, relevant dialogue, specific action, physical description of characters).
- Engage the audience when making a presentation by asking and responding to questions.
- Engage in book clubs, literature circles, partnerships, or other discussions.
- Listen, view, and discuss multiple text types to anticipate, and answer questions, and to offer opinions and solutions.
- Respond to, evaluate, and analyze presentations by summarizing, taking notes, and asking questions.
- Identify persuasive techniques used in television, and identify false and misleading information.
- Recognize that communication is both verbal and nonverbal.
- Respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to convey his/her point of view in a presentation.

- Respond to a variety of selections in order to explore problems and pose solutions, take a stand on an issue and support it, and identify personally with a theme.
- Listen to and view a variety of presentations to analyze key factors (main idea, significant details), fact and opinion, propaganda, argumentation, or support.
- Paraphrase a speaker's main ideas, purpose, point of view, and ask relevant questions about the content, delivery, and purpose of the presentation.
- Analyze oral interpretations of literature (language choice, delivery) and the effect of the interpretations on the listener.
- Interpret and analyze the various ways in which visual imagemakers (graphic artists, illustrators) communicate information and affect impressions and opinions.
- Evaluate the credibility and intent of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.
- Demonstrate the appropriate social skills of audience behavior (eye contact, quiet and still, attentive, supportive) during presentations.



Science

In the following areas of science, by the end of eighth grade, your child is expected to:

Physical Science

- Classify substances as elements, compounds, or mixtures.
- Justify classifications of substances, in terms of atoms and molecules.
- Explain how elements differ, in terms of the structural parts and electrical charges of atoms.
- Construct simple circuits.
- Explain how simple circuits work in terms of the flow of current.
- Explain how current is controlled in simple series and parallel circuits.
- Investigate electrical devices.
- Explain how electrical devices work, using instructions and appropriate safety precautions.
- Describe how electric currents can be produced by interacting wires and magnets.
- Explain applications of current flow, direction and magnetic fields.

Earth Science

- Use the plate tectonics theory to explain features of the earth's surface and geological phenomena (earthquakes, volcanic activity, seafloor spreading, mountain building).
- Describe evidence for the plate tectonics theory.
- Use maps of the earth to locate water in its various forms.
- Describe conditions under which the various forms of water exist.
- Describe how surface water in Michigan reaches the ocean and returns.
- Describe how human activities affect the quality of water in the hydro-sphere.
- Explain the behavior of water in the atmosphere.
- Describe the composition and characteristics of the atmosphere.
- Explain patterns of changing weather (cold front, warm front, stationary front).
- Explain and predict general weather patterns and storms.
- Explain how weather is measured.
- Describe patterns of air movement in the atmosphere.
- Describe how the patterns of air movement affect weather conditions.
- Explain the impact of human activities on the atmosphere.
- Explain ways that individuals and society can reduce pollution.
- Compare our sun to other stars.
- Describe the position and motion of our solar system in our galaxy.

- Describe the overall scale, structure and age of the universe.
- Explain how stars and planetary systems form.
- Explain how stars produce energy.
- Explain how technology and scientific inquiry have helped us learn about the universe.

Mathematics

In the following areas of the Math, by the end of Eighth Grade, your child is expected to:

Number and Operations

- Understand the meaning of square root with application to area; understand the meaning of cube root with application to volume.
- Understand meanings for zero and negative integer exponents.
- Locate rational numbers on a number line; know fraction forms of common repeating decimals; understand how calculators truncate or round repeating decimals.
- Understand the properties of irrational numbers.
- Estimate and solve problems with square and cube roots with and without the use of calculators.
- Understand and solve problems involving percent increase and percent decrease in both sum and product form.
- Solve problems involving compounded interest or multiple discounts.
- Calculate weighted averages.
- Solve problems involving ratio units.

Algebra

- Identify and represent the graphs of linear function, quadratic functions, and other simple functions including inverse functions, roots, and exponentials, using tables, graphs, and equations.
- For basic functions, describe how changes in one variable affect the others.
- Recognize basic functions in problems and represent them using tables, graphs, and formulas.
- Use the vertical line test to determine if a graph represents a function in one variable.
- Relate quadratic functions in factored form and vertex form to their graphs and understand that solutions of a quadratic equation are the x-intercepts of the function.
- Graph factorable quadratic functions; find coordinates of the vertex; use words “parabola” and “roots”; and include functions in vertex form.

- Recognize and apply the following formulas:
 - $(a + b)^2 = a^2 + 2ab + b^2$
 - $(a - b)^2 = a^2 - 2ab + b^2$
 - $(a + b)(a - b) = a^2 - b^2$
- Factor simple quadratic expressions with integer coefficients; solve simple quadratic equations by taking square roots and by factoring.
- Solve applied problems involving simple quadratic equations.
- Understand how to solve the equation $f(x) = g(x)$.
- Solve simultaneous linear equations in two variables by using the system method.
- Solve linear inequalities in one and two variables, and graph the solution sets.
- Set up and solve applied problems involving simultaneous linear equations and linear inequalities.

Geometry

- Understand and use the Pythagorean Theorem and its converse to solve problems, including perimeter, area, and volume.
- Find the distance between two points on the coordinate plane using the distance formula; recognize that the distance formula is an application of the Pythagorean Theorem.
- Understand the definition of a circle; know and use the formulas for circumference and area of a circle to solve problems.
- Find area and perimeter of complex figures by subdividing them into basic shapes.
- Solve applied problems involving areas of triangles, quadrilaterals, and circles.
- Know the volume formula for cylinders, cones, pyramids, and spheres.
- Understand the concept of surface area and find the surface area of prisms, cones, spheres, pyramids, and cylinders.
- Sketch a variety of two dimensional representations of three dimensional solids including orthogonal views, picture views, and nets.
- Understand the definition of dilation from a point in the plane, and relate it to the definition of similar polygons.
- Understand and use reflective and rotational symmetries of two dimensional shapes, and relate them to transformations to solve problems.

Data and Probability

- Determine which measure of central tendency best represents a data set.
- Recognize practices of collecting and displaying data which may bias the presentation.
- Compute relative frequencies for a repeated event; be able to answer questions about the result using the relationship of probability to relative frequency; answer questions regarding the results.
- Use the Basic Counting Principle to find the total number of possible outcomes for independent and dependent events; use organized lists or tree diagrams.
- Understand the relationship of probability to relative frequency.

Social Studies

In the following areas of the Social Studies, by the end of Eighth Grade, your child is expected to:

History

- Use sources that describe events that shaped the history of the United States from 1754 to 1877
- Identify important people, events, institutions, and inventions that shaped the United States history from 1754 to 1877.
- Describe what Americans believe about equality and what actually happens throughout our country's history
- Identify factors that contributed to a major decision made in United States History from 1754 to 1877
- Trace origins of a public issue in the United States

Geography

- Describe and compare characteristics of Native Americans and Early North American colonists including language, religion, belief systems and traditions
- Explain how humans change the environment and describe some possible consequences of these changes
- Explain why people live and work as they do in different regions
- Explain causes and consequences of economic or political connections between the United States and other global regions
- Describe the movement of people, goods, and ideas throughout global regions

Civics

- Explain how laws protect individual rights and the health, safety and security of our nation
- Explain how the U.S. Constitution limits the powers of the government and protects political and economic freedom (Bill of Rights, Rule of Law, Checks and Balances, etc.)
- Compare the government of the United States with other forms of government
- Describe the purposes and functions of NAFTA, United Nations, NATO, and Red Cross/Red Crescent
- Interpret the meaning of specific phrases of the preamble to the Constitution
- Describe how the Constitution is maintained as the supreme law of the land

Economics

- Identify and describe Gross Domestic Product (GDP) and Per Capita Income as forms of economic measurement
- Describe the history of trade from barter to the use of currency
- Use a current example to show an understanding of how supply and demand, prices, incentives, and profits determine what is produced and distributed in the American economy
- Distinguish different forms of taxation and identify or describe their effects
- Describe the roles of the various economic institutions which make up the American economic system such as business firms, households, labor unions, banks, and government

Inquiry and Decision Making

- Write essays explaining a personal opinion on national or international public policy issues
- Construct an answer to a question asked about the Western Hemisphere and support it with evidence
- Explain how education, socioeconomic status, religion, and traditions influence positions people take on issues
- Interpret social studies information from a variety of primary and secondary sources
- Identify and support an opinion

Eighth Grade Construction Arts

In Construction Arts, students learn how to use hand tools and power tools to create projects. First, bird houses or CO2 racers are built using hand tools. Eventually, students learn to use various power tools. With these skills students team up to build larger projects. This class is an elective for Eighth graders who have taken Tech Ed in Sixth and Seventh Grade.

Visual Art

The Otsego Middle School art program develops the artistic talents of students from sixth through eighth grade. Our goal is to enrich their lives with all aspects of the Visual Arts. In our visual arts classes, students are involved in learning art processes and techniques, so they learn to effectively communicate ideas. Our students will engage in developing organizational art principles using the elements of art. This will allow them to analyze, describe and evaluate works of art. Artwork will also be discussed in its historical, social and cultural contexts, so students will be introduced to different styles of art and master artists. Art from different cultures will be explored as well. Our goal is to give our students a well-rounded art education.

Health

Health is a nine-week course that offers the opportunity for students to learn how to identify and understand basic health topics that will affect their immediate and future development. The content covered will give students the chance to act upon health-enhancing information by applying it to making responsible personal decisions that will promote a healthier lifestyle. The topics covered vary from year to year, and are looked at more extensively in eighth grade.

In Eighth Grade Health class, students learn about: Tobacco; Student selected topical study; Violence; Drugs; Self-Esteem; Gambling and Character Education.

Computers

Every student at Otsego Middle School is required to have a marking period (nine weeks) of computer education in sixth, seventh and eighth grade. The main programs are Microsoft Office, Internet Explorer, and Mavis Beacon keyboarding.

The six main topic areas that will be introduced and reviewed in eighth grade computers are: Keyboarding, Word Processing, Internet, Spreadsheets, Databases and PowerPoint presentations.

Review: Keyboarding will continue to be emphasized as it was in sixth and seventh grade with the main focus on typing technique and continued emphasis on speed. All of the information covered in **Microsoft Word, PowerPoint, Excel** and the **Internet** during seventh grade will again be reviewed and covered along with general computer information.

Introduction: They will also learn advanced **Internet** search techniques and how to evaluate web pages. Database is taught with **Microsoft Access**. Students will be introduced to common terms (fields, records, forms, reports) and why databases are used and who uses them. Students will be able to create a basic database by creating it in a table form by naming fields, deleting fields, and entering information. They will take the information created in the table view and be able to create a report, a form and perform queries. In **Excel**, students will learn how to filter information on a worksheet.

Upon leaving the middle school, every student will have a solid understanding of proper typing technique, general computer information, menus, commands, and toolbars used in Microsoft Word, PowerPoint, Excel and Access; as well as proper Internet use and search strategies.



B.E.A.M.S

B.E.A.M.S. is a semester-long class. The acronym stands for Business Education Adventures in Mini-Society. This class is a simulation of the real world in which the students use resumes and interviewing skills to apply for a job followed by training/working in the specialized area (like banking, real estate, office manager, etc.). Using the capital earned from working, the next step is to become an entrepreneur through opening a business selected by the student. On five or more market days, the classroom becomes a business district in which the students and guests buy and sell products or services.

Interspersed through the semester are units covering practical consumer skills such as keeping a time card, completing bank applications, endorsing and writing checks, recording checks in a check register, reconciling a bank account and paying bills and taxes. Later, as an entrepreneur, the skills include completing a market survey, designing a business card and sign, figuring market price and start-up costs, maintaining a business ledger and advertising.

Basic economic concepts and vocabulary are interspersed throughout the semester. Units covered include loans and credit, investing and saving, auctions and bids and the economic cycle.

Eighth Grade Band

Eighth Grade Band is an entire year class which meets every day as a full ensemble. More advanced scales (6), etudes, and band literature is studied. Tests will be taken on a weekly basis, most of them being in the form of playing. This group performs in three concerts, three parades (including the Memorial Day parade), district festival, state festival, and an elementary building tour. All performances are mandatory. Solo and Ensemble Festival is highly recommended. Morning sectionals and daily practice are other requirements of this class.



Physical Education

In Middle School physical education class, students participate in a variety of individual and team sports. In Sixth and Seventh grades, the major emphasis is on skill building for various sports and participation with maximum effort. In the Eighth grade, students continue to improve skills and develop lifetime fitness activities.

Each day, students participate in warm-up exercises and form run which works to improve flexibility, coordination, muscular strength, muscular endurance, cardiovascular endurance and body composition.



Eighth Grade Choir

Eighth grade choir is a continuation of seventh grade choir, although students do not need to have been in seventh grade choir to join eighth grade choir. Eighth grade choir is more advanced than seventh grade choir. The pace is faster and the music is more difficult. In eighth grade choir, most of the choral works we perform are three- or four-part settings. Eighth grade choir performs two concerts during the year (a fall showcase in conjunction with the high school and a winter concert). In March, the choir travels to the Michigan School Vocal Music Association Festival, at which the choir's singing is evaluated by professionals within the Michigan choral community. In May, the choir performs a full-length musical, complete with costumes, makeup and scenery. In class, students learn the same theoretical concepts as the seventh grade choir (proper singing technique, music notation, three-part sol-fege sight-reading, and aural dictation); however, the eighth grade choir is more advanced in what they learn.

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