



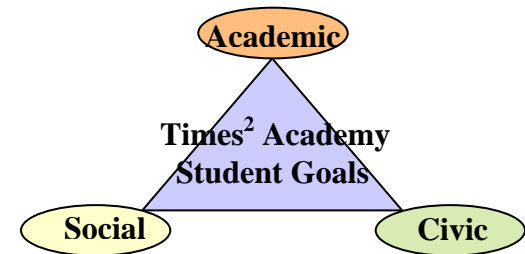
Times² Academy

50 Fillmore Street, Providence Rhode Island 02908
© 2007

Grade 8 Grade Level Expectations

Working Together Toward Times² Academy Expectations

Children become lifelong learners through daily exposure to opportunities that encourage curiosity, self-direction, creativity, and critical thinking. Listed below are our academic, social and civic goals for all students of Times² Academy.



Academic Goals –

- Communication – Express ideas clearly through verbal and written communication.
- Literacy – Read, decode, comprehend, synthesize and analyze, critique and reflect upon numeric and written information gathered from a variety of sources.
- Technology – Be capable and comfortable with manipulating instruments of technology, math, and science.
- Interdisciplinary Learning – Connect ideas between and among all disciplines and subjects inside and outside of the classroom.
- Critical Thinking – See and understand the relationships of different types of knowledge and how to use them to solve current and future learning dilemmas.

Social Goals – Provide opportunities for your child to interact with others in a positive manner (play games, take turns, share).

- Respect themselves, others and their property and space.
- Take responsibility for one's own actions, words, and work.
- Cooperate and collaborate with others in a variety of group settings and demonstrate individual coping skills.
- Actively listen to different perspectives and express one's ideas in a constructive and non-argumentative way.
- Respect and appreciate the contributions of diverse populations (language, culture, ethnicity, etc.) and validate these resources.



Civic Goals – Show your child that education is important by participating in his/her education. Show your interest by asking questions, praising your child's efforts and reviewing daily events. Assist your child in becoming a responsible member of the community. Model caring, trustworthiness, responsibility, citizenship, fairness, and respect.

- Develop as a well-rounded, contributing member of society clearly acknowledging one's role and the experience and knowledge that others bring to the community.
- Understand the democratic process of our country and be able to use it to advocate for change when needed.
- Establish goals that are community-based as well as personal and follow through with them.
- Find non-violent solutions to school, community, and other social problems.



8th Grade Reading Expectations

As a result of their learning students will be able to demonstrate mastery in the following areas:

Fluency and Accuracy

1. Read material appropriate for the end of 8th grade with 90-94% accuracy and with appropriate oral fluency rate and in a way that makes meaning clear, while demonstrating phrasing, expression, and attention to features (e.g., punctuation, italics, and dialogue).

Word Identification Skills and Strategies

1. Identify multi-syllabic words using sounds, syllable division, and word patterns.

Vocabulary Strategies

1. Use strategies to unlock meaning: word structure (common roots or word origins), context clues, resources, or prior knowledge.
2. Identify synonyms, antonyms, shades of meaning, word origins, including words from other languages that have been adopted into our language.
3. Select appropriate words or explain the use of words in context.

Literary Text

1. Describe characters, setting, problem/ solution, or plot/subplot; or identify any significant changes in character or setting over time, identify rising action, climax, or falling action.
2. Paraphrase or summarize key ideas/plot, with major events sequenced.
3. Generate questions to recall or expand understanding, or gain new information.
4. Identify the characteristics of a variety of types of text (i.e., science fiction).
5. Identify literary devices: rhyme scheme, metaphor, flashback, onomatopoeia, personification, or hyperbole.

6. Explain or support logical predictions.
7. Describe characterization (stereotype, antagonist, protagonist), motivation or interactions, citing thoughts, words, or actions.
8. Make inferences about cause/effect, internal or external conflicts, or the relationship among elements within text.
9. Explain how the narrator's point of view affects the reader's interpretation.
10. Identify author's message or theme.
11. Demonstrate knowledge of author's style or use of literary elements or devices (e.g., imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, or use of punctuation) to analyze literary works.
12. Compare stories or other texts to related personal experience, prior knowledge, or to other books.
13. Provide relevant details to support connections or judgments made.

Informational Text

1. Obtain information using text features (table of contents, glossary, index, headings, bold or italicized text, transitional devices, etc.).
2. Use information from the text to answer questions, to state the central/main idea or to provide supporting details.
3. Organize information to show understanding or relationships among facts, ideas, and events.
4. Generate questions to recall or expand understanding, or gain new information.
5. Identify characteristics of a variety of types of texts (e.g., dictionaries, thesauruses, magazines, newspapers, advertisements, pamphlets, etc.).
6. Explain connections about information within text, across texts, or to related ideas.
7. Synthesize and evaluate information within or across texts (e.g., construct appropriate titles, formulate assertions or controlling ideas).
8. Make inferences about text, including author's purpose or message; or explain how purpose may affect the interpretation of the text, or use supporting evidence to form or evaluate opinions/judgments about central ideas.
9. Distinguish fact from opinion, identify bias/ propaganda or conflicting ideas.
10. Make inferences about causes or effects.
11. Evaluate the clarity and accuracy of information.

Reading Strategies

1. Monitor own reading for meaning and self-correcting.
2. Use comprehension strategies while reading text.

Breadth of Reading

1. Read frequently, including in-school, out-of-school, and summertime from a wide range of genres and variety of texts.



2. Read multiple texts to understand an author, genre, subject, or theme.
3. Self-select reading material aligned with reading ability and personal interest.
4. Participate in in-depth discussions about text, ideas, and student writing by offering comments, supporting evidence, and recommend texts to others.
5. Identify and evaluate potential sources of information.
6. Evaluate information presented, in terms of completeness and relevance.
7. Gather, organize, and interpret information.
8. Use evidence to support conclusions.



Suggested Family Activities

Reading Fluency and Accuracy

- Have your child read a small portion of text into a tape recorder and listen and evaluate expression and phrasing.
- Have your child read aloud to you or a younger sibling using different voices for different personalities.

Reading Comprehension (Literary & Informational Text)

Before reading:

- Make predictions about each chapter of the story and then check predictions throughout the reading to see if the predictions change.

During reading:

- Have your child ask questions about the text.
- Have your child use post-it notes to record text connections (text-to-self, text-to-text, text-to-world).

After reading Fiction:

- Have your child write about the conflict(s) faced by the character and discuss how these are the same/different from personal conflicts.
- Have your child keep a journal comparing story themes from various books.
- Research the author and his/her style of writing. Identify how the style was seen in the text.

After reading Non-Fiction:

- Have your child produce a chapter book on a factual topic.
- Rewrite the non-fiction book using opinions and judgments.

Reading Habits

- Get a library card for your child and make weekly trips to check out new books.
- Maintain a reading list of all the books read.
- Have your child create a reading log or journal explaining how he/she felt at certain parts of the story or after reading specific information.
- Talk with your child about the book he/she is reading.

Suggested Books to Read

- *My Thirteenth Winter* by Samantha Abeel
- *The House on Mango Street* by Sandra Cisneros
- *The Circuit: Stories from the life of a migrant child* by Francisco Jimenez
- *Across Five Aprils* by Irene Hunt
- *Monster* by Walter Dean Myers
- *Max the Mighty* by Rodman Philbrick
- *The War of the Worlds* by H.G. Wells
- *Lord of the Flies* by William Golding
- *Johnny Tremain* by Esther Forbes
- *Jesse* by Gary Soto
- *Numbering All the Bones* by Ann Rinaldi
- *The House of Dries Drear* by Virginia Hamilton
- *Secrets of the Sphinx* by James Cross Giblin



8th Grade Written Communication Expectations

As a result of their learning students will be able to demonstrate mastery in the following areas:

Habits of Writing

1. Use pre-writing, drafting, revising, editing, and critiquing to produce a final draft.
2. Frequently write including in-school, out-of-school, and summertime.
3. Share thoughts, observations, and impressions.
4. Generate topics for writing.
5. Write in a variety of genres.

Structures of Language

1. Write with varied sentence length and structure.
2. Use appropriate paragraph form.
3. Recognize organizational structures within paragraphs (description, compare/contrast, cause/effect, investigation, etc.).
4. Apply a format, text structure, and directionality appropriate for writing.

Written Response to Literary or Informational Text

1. Select and summarize key ideas to set context/background.
2. Connect what has been read to prior knowledge, other texts or the broader world of ideas by referring to and explaining relevant ideas.
3. State and maintain a focus, firm judgment, or point of view when responding to a question.
4. Make inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft.



5. Use specific details and references to text or relevant citations to support focus or judgment.
6. Organize ideas, using transition words/phrases and draw a conclusion by synthesizing information.

Narrative and Informational Writing

1. Create a clear and logical story line.
2. Establish context, character motivation, problem/conflict/challenge, and resolution maintaining point of view.
3. Use a variety of effective transition devices (ellipses, time transition, white space, or words/phrases) to enhance meaning.
4. Establish and maintain a theme.
5. Create images, using details and sensory language to advance the plot/story line.
6. Use dialogue to advance the plot/story line.
7. Develop characters through description, dialogue, actions, and relationships with other characters.
8. Use voice appropriate to purpose.
9. Select and elaborate important ideas; excluding extraneous details.
10. Write poems using a variety of poetic forms that express speaker's moods, thoughts, or feelings choosing conventional or alternative text structures to achieve impact
11. Write a reflective essay establishing context and analyzing a condition or situation of significance or develop a commonplace concrete occasion as the basis for the reflection.
12. Use a range of elaboration techniques to establish a focus for the reflective essay and provide closure by leaving the reader with something to think about.
13. Use an organizational text structure appropriate to focus/controlling idea.
14. Select appropriate information to set context, which may include a lead or hook.
15. Use transition words or phrases; writing with a sense of audience.
16. Establish an authoritative voice, a topic, state and maintain a focus/controlling idea on a topic/thesis; provide a conclusion, and list and cite sources.
17. Include sufficient facts and details appropriate for depth of information and relevant to focus/controlling idea, and exclude extraneous information
18. Address readers' concerns – including counterarguments or potential problems.
19. Comment on the significance of information, when appropriate.

Writing Conventions

1. Apply rules of standard English usage to correct grammatical errors.
2. Apply basic capitalization rules, punctuation, and grade-appropriate spelling.



Suggested Family Activities Written Communication

Have your child:

- Write poems about your family's experiences.
- Write a persuasive letter to the editor about a current event.
- Write about a specific event occurring over the summer that has meaning for him/her.

10784.36
54
2.719372
9-1

8th Grade Mathematics Expectations

As a result of their learning students will be able to demonstrate mastery in the following areas:

Numbers and Operations

1. Use models, explanations, or other representations to demonstrate understanding of rational numbers with respect to absolute values, square and cube roots, and percents.
2. Order or compare rational numbers, irrational numbers, numbers with whole number or fractional bases and whole number exponents, square roots, absolute values, integers, or numbers represented in scientific notation.
3. Accurately solve problems involving: proportional reasoning, multiplication or division of integers, and squares, cubes, and taking square or cube roots.
4. Make estimates (including tips, discounts, and tax) and analyze the effect of the estimation method on the accuracy of results.
5. Solve problems and simplify computations by applying properties of numbers (odd, even, prime factorization, etc.) and field properties (commutative, associative, etc.).

Geometry and Measurement

1. Solve problems using properties of angle relationships resulting from two or three intersecting lines formed by two parallel lines cut by a transversal.
2. Solve problems by applying the Pythagorean Theorem.
3. Solve problems involving growth and rate, determine the impact of scaling on the volume or surface of three-dimensional figures when linear dimensions are multiplied by a constant factor; determine the length of sides of similar triangles.
4. Use models, formulas, or solve problems related to the surface area and volume of rectangular prisms, triangular prisms, cylinders, pyramids, or cones.



Functions and Algebra

1. Identify patterns represented in models, tables, sequences, graphs, or in problem situations; generalize a linear relationship using words and symbols; generalize a linear relationship to find a specific case; generalize a nonlinear relationship using words or symbols; or generalize a common nonlinear relationship to find a specific case.
2. Solve problems involving the relationship between slope and rate of change; informally and formally determine slopes and intercepts represented in graphs, tables, or problem situations, describe the meaning of slope and intercept in context, distinguish between linear and nonlinear relationships.
3. Evaluate and simplify algebraic expressions or evaluate an expression within an equation.
4. Show equivalence between two expressions using models or different representations of the expression; solve formulas for a variable requiring one transformation; and solve multi-step linear equations with integer coefficients.

Data, Statistics, and Probability

1. Answer questions related to data given in a representation (line graphs, scatter plots, histograms, or box-and-whisker plots), analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
2. Organize, identify, and describe data in tables, line graphs, scatter plots, or circle graphs to answer questions, formulate or justify conclusions, make predictions, or to solve problems.
3. Solve problems using measures of central tendency, dispersion, outliers, quartile values, or estimated line of best fit to analyze situations and evaluate the same from which the statistics were developed.
4. Solve problems using strategies involving combinations or permutations.
5. Predict the theoretical probability of an event and test the prediction through experiments and simulations; compare theoretical and experimental probability; and find the odds of an event.
6. Determine the most effective method to collect data necessary to answer a question considering the limitations that could affect interpretations.

Problem Solving, Reasoning, and Proof

1. Use problem solving strategies to investigate and understand increasingly complex mathematical content.

Communication, Connections, and Representation

1. Communicate understanding of mathematics, create and use representation to communicate mathematical ideas and to solve problems, to recognize, explore, and develop mathematical connections.



Suggested Family Activities

Have your child:

Mathematics: Numbers and Operations

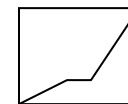
- Create a checkbook for summer spending. Deposit summer spending cash and keep track of how much money is spent and deposited throughout the summer.
- Create a summer spending budget and compare keep track of the budget.
- Using a sale advertisement, figure out 7% sales tax for various items to be purchased using the spending budget and find the total cost.

Mathematics: Geometry and Measurement

- Use tools to estimate family member's height and then measure actual heights.
- Find items in the house that should weigh about one pound, then weigh them. Check predictions.
- Research world records for various events (e.g., world's highest diving event, most number of laps, etc.) and measure the distances on the sidewalk or backyard.

Mathematics: Functions and Algebra

- Create situations and draw a graph to represent the picture. Example: 1) Joe left his room walking slowly, stopped at the refrigerator to get a snack, and then went quickly into the backyard..



Other examples: 2) Sally ran quickly to the dressing room after the ball game; she stopped at the door and went back to speak to her parents. 3) Stephanie receives \$25 a week for allowance and she spends only \$15 a week; 4) Jeremy has \$200 in his savings account and puts \$15 a week in his account but spends \$10 a week for snacks after school. Create your own!

Mathematics: Data, Statistics, and Probability

- Explore the following website for activities to do:
http://www.mathgoodies.com/lessons/vol6/intro_probability.html



8th Grade Science Expectations

As a result of their learning students will be able to demonstrate mastery in the following areas:

General Science

1. Use geological evidence provided to support the idea that the Earth's crust/lithosphere is composed of plates that move.
6. Provided with geologic data (including movement of plates) on a given locale, predict the likelihood for an earth event (e.g., volcanoes, mountain ranges, islands, earthquakes).



3. Explain the processes that cause the cycling of water into and out of the atmosphere and their connections to our planet’s weather patterns.
4. Trace the development of the theory of plate tectonics or provide supporting geologic/geographic evidence that supports the validity of the theory of plate tectonics.
5. Explain how earth events (abruptly and over time) can bring about changes in Earth’s surface: landforms, ocean floor, rock features, or climate.
6. Explain how internal and external sources of heat (energy) fuel geologic processes (e.g., rock cycle, plate tectonics, sea floor spreading).
7. Explain the role of differential heating or convection in ocean currents, winds, weather and weather patterns, atmosphere, or climate.
8. Relate how geologic time is determined using various dating methods (e.g., radioactive decay, rock sequences, fossil records).
9. Using data about a rock’s physical characteristics make and support an inference about the rock’s history and connection to rock cycle.
10. Compare and contrast planets based on data provided about size, composition, location, orbital movement, atmosphere, or surface features (including moons).
11. Explain how technological advances have allowed scientists to re-evaluate or extend existing ideas about the solar system.
12. Explain temporal or positional relationships between or among the Earth, sun, and moon (e.g., night/day, seasons, year, tides) or how gravitational force affects objects in the solar system (e.g., moons, tides, orbits, satellites).
13. Explain how scientific theories about the structure of the universe have been advanced through the use of sophisticated technology (e.g., space probes; visual, radio and x-ray telescopes).
14. Provide scientific evidence that supports or refutes the “Big Bang” theory of how the universe was formed.



Suggested Family Activities

General Science

Have your child:

- Observe and discuss different examples around your neighborhood where the earth is being weathered or eroded by wind or running water. Look for ways erosion is being controlled and prevented around the community. Research methods that could be used to prevent the erosion and write a “proposal” to the mayor.
- Collect rocks and minerals found in the community, parks, or on summer travels. Sort them into groups based on physical properties (e.g., color, hardness, luster, streak).
- Visit your local library and gather books about fossils. Write about what can be learned from studying fossils.



8th Grade Social Studies Expectations

As a result of their learning students will be able to demonstrate mastery in the following areas:

1. Identify and explain the origins, forms, purposes, and basic functions of government.
2. Define and identify the nature of authority and sources of power; compare and contrast the key stages of development of the rule of law, explaining why the rule of law is necessary to the role of government.
3. Identify the functions of the three branches of government, analyze and describe the interrelationship among the branches, and explain how and why power is divided and shared among the levels of government.
4. Explain how democratic values are reflected in enduring documents, political speeches, and group actions.
5. Explain, evaluate, and defend positions involving individual rights, civic responsibilities, and common good.
6. Identify examples and explain how individuals and groups exercise, or are denied, their rights and responsibilities.
7. Explain the political processes and the impact on a civil society.
8. Trace and explain political, environmental, military, and diplomatic interconnectedness of global societies.
9. Identify and evaluate artifacts, primary and secondary sources and draw inferences about Rhode Island and U.S. history.
10. Connect the past with the present and make personal connections to historical contexts in Rhode Island and U.S. history by chronicling events and conditions.



Suggested Family Activities

U. S. History

Have your child:

- Make a list of the national holidays (e.g., July 4th); research why we have these holidays, what historical events led up to the holiday, evaluate whether we should continue to celebrate them or not. Identify another event that should also be celebrated as a national holiday and write a persuasive proposal for this “new” holiday.
- Research the Office of Homeland Security. Identify what the government has done to provide protection for citizens during times of crisis and what the color-coded alert system means.
- Find places in the media that demonstrate how people exercise freedom of speech (e.g., letters to the editor, editorials aired on television, blogs on the Internet, etc.). Write about the impact these freedoms have those writing them and those reading them.

