



### Dear Parents and Families:

In an effort to prepare students for the world, our schools realize that student success and preparation must begin as soon as possible; therefore we present to you in this publication what students will learn in the Shelton School District.

Education has never been more important than it is today. Our students face international competition for employment and an increasing pace of change that impacts their future. Together we must prepare students to compete and win on the world stage so they can pursue their hopes and dreams.

It is imperative the Shelton Schools, parents and families continue to work together in earnest to ensure student success at every grade level. I truly believe the efforts put forth by our PK-12 instructional review process will refine teaching and learning throughout our school system. This will contribute significantly towards our mutually desired outcome, which is student success and ultimate graduation from high school and beyond. I look forward to our journey in continued collaboration to achieve student success for all.

Alex Apostle  
Superintendent  
Shelton School District

Shelton Proud, Shelton Now!

#### Notice of Nondiscrimination

The Shelton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

The following employee has been designated to handle questions and complaints of alleged discrimination: Linda Arnold, Director of Human Resources. 360-426-1687. 700 S. 1st Street; Shelton, WA 98584. Complaint procedure can be found at [www.shelton-schools.org](http://www.shelton-schools.org) under Board Policy #3210 (students) and #5010 (employees).

## READING

*Collections Houghton Mifflin Harcourt © 2015*

Collections presents materials and activities in a variety of ways, allowing students to interact with different types of content. They have the tools they need to think critically, expand their curiosity, and tackle challenging concepts – which helps them learn to close read selections and prepare for high stakes assessments.

### Comprehension

#### Key Ideas and Details

- Cite several pieces of evidence from the text to support analysis of inferences drawn from the text
- Identify theme or central idea and supporting details
- Summarize text
- Analyze how dialogue or incidents in a story propel the action
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events

#### Craft and Structure

- Understand words and phrases, including figurative and connotative meanings
- Compare and contrast the structure of two or more texts
- Analyze how differences in point of view of the character or audience/reader create suspense or humor
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints

#### Integration of Knowledge and Ideas

- Analyze the extent to which a filmed or live production stays faithful to or departs from the text or script
- Analyze how a modern work of fiction draws on theme, patterns of events, or character types from myths, traditional stories, or religious works
- Evaluate the argument and specific claims in a text
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation

#### Range of Reading-Text Complexity

Read and understand 8th grade fiction/nonfiction texts

## WRITING/LANGUAGE ARTS

### Text Type and Purposes

- Write arguments to support claims with clear reasons and relevant evidence
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
- Write a narrative to develop real or imagined events

#### Research to Build Present Knowledge

- Conduct short research projects using several sources
- Use evidence from literary and informational text to support analysis, reflection, and research
- Assess accuracy and credibility of sources
- Summarize information without plagiarizing
- Draw evidence from literary and informational texts to support analysis, reflection and research

## SCIENCE

*Pearson Elevate Science © 2019*

The Elevate Science Middle Grades program puts exploration at the heart of science. Scientific inquiry encourages investigation, collaboration, and creativity. The blended print and digital curriculum applies scientific and engineering practices in problem-based scenarios. Students focus on analysis, critical thinking, and designing solutions as they explore real-world topics and everyday phenomena.

### Life Science

- Understand how genetic information differs in offspring from sexual or asexual reproduction
- Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change in life forms throughout the history of life on Earth
- Describe how genetic variations of traits in a population increase some individuals probability of surviving and reproducing in a specific environment
- Synthesize information about the technologies that have changed the way human influence inheritance of desired traits
- Use mathematics to explain how natural selection may lead to increases and decreases of specific traits in populations over time



### Earth and Space Science

- Develop a model of the Earth-Sun-Moon system to describe lunar phases, eclipses of the sun and moon, and seasons
- Develop a model to describe the role of gravity in the motions within galaxies and the solar system
- Understand the scale of objects in the solar system and the scale of geologic time
- Clarify evidence of the factors that have caused the rise in global temperatures over the past century

### Physical Science

- Develop models to describe the atomic composition of simple molecules and extended structures
- Describe that synthetic materials come from natural resources
- Develop a model to show how the total number of atoms does not change in a chemical reaction
- Design, construct, and test a device that either releases or absorbs thermal energy by chemical processes
- Verify that the change in an object's motion depends on the mass and the sum of the forces on the object

## MATHEMATICS

*Big Ideas Math © 2013*

Big Ideas Math delivers a unique and revolutionary curriculum providing a balanced instructional approach of discovery and direct instruction. This approach opens doors to abstract thought, reasoning, and inquiry as students persevere to build mathematical understanding and proficiency.

### The Number System

- Understand rational vs irrational numbers
- Compare size of irrational numbers and locate them on a number line

### Expressions and Equations

- Use systems of equations, including solving with two variables and graph their intersection
- Understand properties of integer exponents and their equivalents
- Solve y-intercept formula
- Use square root and cube root symbols to represent solutions to equations
- Understand powers of ten & operations in scientific notation
- Interpret unit rate as slope of the graph

### Geometry

- Understand transformations: Rotations, dilations, reflections, and translations
- Apply Pythagorean Theorem to find distance between 2 points
- Solve problems involving the volume of cones, cylinders, and spheres
- Calculate the angle sum and interior angles of a triangle

### Functions

- Define, evaluate and compare functions
- Compare properties of functions
- Use functions to model relationships between quantities
- Analyze a graph to describe the functional relationship

### Statistics and Probability

- Construct and interpret scatterplots
- Use equations of a linear model to solve problems
- Display frequencies and relative frequencies in a two-way table

### Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

## SOCIAL STUDIES

*History Alive! The United States Through Industrialism ©2011*

History Alive! The United States Through Industrialism immerses students in a powerful journey through the history of the United States from its earliest foundations to the age of industrialism.

### Civics

- Understand the ke ideals and principals outlined in the Declaration of Independence and U.S. Constitution
- Understand the basic organization of U.S. government
- Evaluate the system of checks and balances in the U.S.
- Understand citizenship and civic involvement

### Economics

- Analyze examples of how groups and individuals make economic choices
- Analyze the forces of supply and demand in the U.S. and in international trade



### Geography

- Understand and analyze physical and cultural characteristics of places and regions in the U.S.
- Understand and analyze how the environment has affected people and how people have affected the environment in the U.S.
- Understand cultural diffusion and migration in the U.S.

### History

- Understand eras in U.S. history from 1776-1900
- Understand and analyze how cultural groups and technology have impacted U.S. History
- Analyze multiple causal factors to create positions on major events in U.S. history
- Analyze how an event in U.S. history helps us to understand a current issue

### Social Studies Skills

- Understand reasons based on evidence
- Evaluate the logic of reasons for a position on an issue
- Evaluate the logic of positions in primary and secondary sources
- Use sources within the body of a document to support positions in a paper or presentation
- Use appropriate format to cite sources

## HEALTH

### Wellness

- Differentiate, summarize, and analyze how lifestyle and personal choices contribute to diseases
- Learn skills to enhance health and avoid health risks
- Describe how short and long term goals can enhance health

### Safety

- Understand, explain and practice basic first aid skills
- Understand/demonstrate CPR and AED procedures
- Demonstrate ways and communication methods to prevent, reduce, and avoid violent situations

### Nutrition

- Compare and contrast nutritional value of fresh vs processed food
- Evaluate nutritional content and describe benefits and consequences of intake
- Draw conclusions regarding how society, culture, and economics influence nutrition choices

### Sexual Health

- Identify physical, emotional, and social effects of sexual activity
- Recognize influences that shape attitudes about gender identity, expression, and sexual orientation
- Define consent and identify ways it can be communicated and accepted
- Understand behaviors that constitute sexual offenses

### Social Emotional Health

- Identify signs, and consequences of eating disorders
- Analyze harmful effects of harassment, intimidation, and bullying and how it affects others
- Understand the connection between bullying and harmful behaviors including suicide

### Substance Use and Abuse

- Investigate local services for those affected by substance abuse
- Describe consequences of substance use

## PHYSICAL EDUCATION

Five for Life Intermediate © 2003

The FIVE FOR LIFE® Physical Education Curriculum is designed to teach essential fitness and health content through movement. Each activity allows students to apply knowledge. The curriculum is aligned K-12 to ensure student growth in knowledge and skills from year to year.



- Demonstrate safe behaviors and understanding of rules while
- engaging in physical activity and game play
- Evolve accuracy and confidence in throwing, catching, dribbling, striking, and volleying
- Increase abilities within game play using offensive and defensive strategies
- Understand and use heart rate to monitor and plan cardiovascular exercise sessions
- Demonstrate understanding of body system in exercise, and lifetime benefits of fitness, strength, endurance, and flexibility

## VISUAL ARTS

The Learner-Directed Classroom: Developing Creative Thinking Skills, Teachers College Press © 2012

### Create

- Document the early stages of the creative process
- Work with others to experiment, innovate, and take creative risks in art making
- Evaluate and revise artwork

### Present

- Develop and apply criteria for evaluating a collection of artwork for presentation
- Work with others to prepare/display theme-based artwork

### Respond

- Explain how artistic choices are influenced by culture and environment
- Interpret how art was made and what it is about

### Connect

- Make art with others to communicate a positive group identity
- Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity



## MUSIC

### Create

- Make music within an ensemble while exploring score reading and applying prior knowledge & skills
- Explore the ensemble/director relationship and apply balance & blend within the ensemble
- Create simple melodies and harmonies

### Perform

- Perform music in unison and harmony while applying music concepts and vocabulary
- Demonstrate skills through performing (steady beat, musical expression, score reading, sight reading, proper breathing and posture, matching pitch)
- Rehearse and perform music with accuracy to communicate, express human feelings, and reflect various styles of music
- Perform for self and others while refining the music through feedback & self-reflection

### Respond

- Demonstrate appropriate behavior in rehearsal and performance
- Explain how interests influence music choices
- Listen to and critique multiple performances of self, peer, and ensemble
- Identify instruments and vocal registers

### Connect

- Make personal choices while creating/performing music
- Examine how music impacts personal choices, how music concepts occur in other areas, and how creative problem-solving transfers to other areas
- Discuss musical habits, knowledge, and skills and how they are used in the world of work



## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### Self-Awareness

- Identify emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

### Self-Management

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting

### Social Awareness

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

### Relationship Skills

- Communication
- Social engagement
- Relationship building
- Teamwork

### Responsible Decision-Making

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating/Reflecting
- Ethical responsibility

© Collaborative for Academic, Social, and Emotional Learning (CASEL)

## PARENT-TEACHER COMMUNICATION

Family/school partnerships are essential to a child's education. We encourage families to maintain open communication with teachers and school administration throughout the year. Formal reporting of progress occurs during the following intervals:  
Note: report cards are viewable on Skyward Family Access

- |                  |   |
|------------------|---|
| <b>October:</b>  | Conference with Teacher   |
| <b>November:</b> | <b>End of Trimester 1</b><br>Report Card                            |
| <b>March:</b>    | <b>End of Trimester 2</b><br>Report Card<br>Conference with Teacher |
| <b>June:</b>     | <b>End of Trimester 3</b><br>Report Card                            |



For additional information, please visit your school's website through [www.sheltonschools.org](http://www.sheltonschools.org)

Shelton  
School District  
Strong Schools Strong Community



8th Grade  
Curriculum  
Expectations  
A Guide for Families

Oakland Bay Junior High | 360-426-7991



GRADUATION MATTERS SHELTON

Ready for Life