

The Mission of St. Norbert School
is to find God in all things through
learning, faith and service.



ST. NORBERT SCHOOL
THINK AHEAD

1817 WALTERS AVE. ♦ NORTHBROOK, IL 60062 ♦ 847-272-0051 ♦ FAX 847-272-5274

www.stnorbertschool.org

Rosanne Sikich, Principal

ST. NORBERT SCHOOL
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Eighth Grade

Curriculum Guide



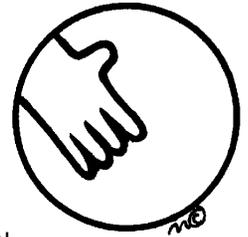
SOCIAL AND EMOTIONAL LEARNING (S.E.L.)

Many key sets of skills and behaviors provide a strong foundation for achieving success in school and in life. One skill is knowing emotions, how to manage them, and ways to express them constructively. Another skill is building and maintaining positive relationships with others and contributing to the well-being of a school. These skills help all students learn to recognize the feelings and perspectives of others.

By the end of Junior High students will be able to...

Self-Awareness and Self-Management Skills

- recognize and accurately label emotions.
- demonstrate control of impulsive behavior.
- identify one's likes and dislikes, needs and wants, strengths, and challenges.
- identify family, peer, school, and community strengths.
- identify goals for academic success and classroom behavior.



Social Awareness and Interpersonal Skills

- recognize that others may experience situations differently than oneself.
- use listening skills to identify the feelings and perspectives of others.
- describe the ways that people are similar and different.
- describe positive qualities in others.
- identify ways to work and play well with others.
- demonstrate appropriate social and classroom behavior.
- identify problems and conflicts commonly experienced by peers.
- identify approaches to resolving conflicts constructively.

Decision-Making Skills and Responsible Behavior

- explain why unprovoked acts that hurt others are wrong.
- identify a range of decisions that students make at school.
- make positive choices when interacting with classmates.

JUNIOR HIGH ELECTIVES

St. Norbert Junior High currently offers numerous unique fine arts and technology electives based on educational significance and student interest. Electives are geared toward engaging students in challenging ways that interest them. All students are enrolled in physical education and a foreign language class as well. Additionally, incoming 6th grade students are enrolled in Study Skills to encourage a successful transition to junior high. This class teaches students how to incorporate several organizational techniques.

By the end of Junior High students may choose from...

Fine Arts Electives

- Basic Drawing
- Painting Methods
- Fashion
- Guitar
- Debate
- Hand Bell Choir
- Music Makes a Movie



Technology Electives

- Study Skills
- Technology Explorations
- Basic LEGO
- Green City Challenge
- LEGO Mindstorm
- Photoshop/Digital Photography
- Programming (multi-level)
- Journalism
- Film Studies



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Dear Parents,

We hope you find this Curriculum Guide helpful! The guide is meant to give you an overview of what your child will be learning at his/her grade level. This overview will assist you when having conversations about classroom work with your child's teacher and when reinforcing learning concepts at home with your child.

We invite you to contact your child's teacher with any questions throughout the year. We look forward to a successful partnership to enhance each student's knowledge.

God Bless,

St. Norbert School Staff

Curriculum guides for preschool through eighth grade are available on our website.

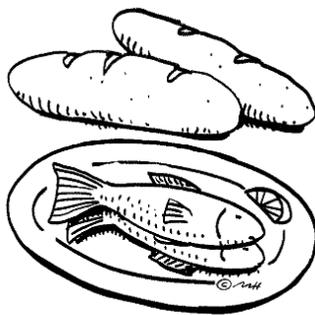
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RELIGION

The religion curriculum provides an in depth study of Scripture so that those inspired words will be able to be applied to modern circumstances. Students examine the scripture accounts of the early faith communities and discuss incorporating principles of faith into daily life. Reviewing the tenets of our faith with emphasis on scriptural passages aids in developing a Christian conscience to make moral decisions and encourage stewardship.

By the end of eighth grade students will be able to...

- describe biblical text related to authorship, literary genre, geography, historical, and social contexts.
- understand textual understanding to current situations.
- identify faith as reasonable and certain.
- relate prayer to situations in life.
- know the Liturgical Year calendar.
- participate in community service.
- understand and participate in the life of the church in the parish through worship, community life and sacramental life, and service.
- identify and apply moral decision making.
- understand the history of the church.

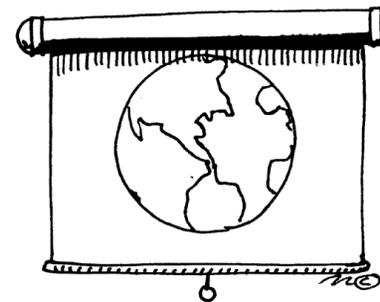


SPANISH III

Obtaining fluency through the acquisition of vocabulary and grammar in a meaningful context is the focus of Spanish. Students learn to speak, read, write, and listen using a kinesthetic style of learning. Assessments are based on how well students can use the language rather than how well they have memorized the rules. The TPRS® method of teaching Spanish is used. This method focuses on achieving real language acquisition through the development of practical skills.

By the end of Spanish III students will be able to...

- read three novellas and various short stories to learn vocabulary and grammar in context.
- practice speaking through acting out chapters in the novellas.
- develop skits to practice vocabulary and grammar that mimic real-life scenarios.
- use the eTextbook for games, videos, and assessments.
- acquire elements of the culture through the readings and on field trips.
- develop confidence in writing in Spanish through written retells of the novellas or stories.
- listen to videos and audio CD to aid in understanding native speakers.

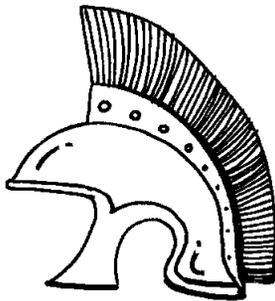


LATIN III

Learning Latin helps students develop good study habits, improve their knowledge of English vocabulary, and gain insight into the world of the ancient Romans. In Latin III, students will build upon the grammar and vocabulary that they learned in Latin I and II. Vocabulary study will emphasize Latin roots used in English. Culture and history units will focus on: the fall of the Roman Republic, the Roman Empire, and entertainment in ancient Rome.

By the end of Latin III students will be able to...

- read, comprehend, and interpret more complex Latin sentences and texts.
- demonstrate an understanding of the practices, products, and perspectives of Roman culture.
- investigate the history and culture of Rome through primary source material (both in translation and in Latin).
- reinforce and expand their knowledge of other subject areas through the study of the Latin language and Roman history and culture.
- use their knowledge of the Latin language to improve their understanding of English.
- compare and contrast their own culture with that of the ancient Romans.



WORLD LITERATURE

The junior high language arts program prepares students to exceed the norm in reading, writing, and communication while enhancing syntax skills that portray sophistication in writing and speaking; these skills increase progressively each year. World Literature provides a solid foundation and the confidence to achieve success in a rigorous high school curriculum.

By the end of World Literature students will be able to... **Reading Literature and Informational text**

- analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic .

Writing

- use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- use domain-specific vocabulary to inform about or explain the topic.
- provide a conclusion that follows from and reflects on the narrated events.
- use technology to produce and publish writing and present the relationships between information and ideas efficiently.
- conduct short research projects to answer self-generated questions and focused questions while drawing from several sources of information.

Speaking and Listening

- pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant observations and ideas.
- adapt speech to a variety of tasks; demonstrate command of formal English.

BRITISH LITERATURE

The junior high language arts program prepares students to exceed the norm in reading, writing, and communication while enhancing syntax skills that portray sophistication in writing and speaking; skills increase progressively each year. The content and required work in British Literature offer skills and concepts to prepare students for advanced high school English

By the end of British Literature students will be able to...

Reading Literature and Informational Text

- cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- analyze how an author's choices concerning how to structure a text, order events, and manipulate time creates effects as mystery, tension, or surprise.
- analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme).
- determine theme of a text and analyze its development through the text; provide an objective summary of the text.
- analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- delineate and evaluate the argument and specific claims in a text; identify false statements and fallacious reasoning.

Writing

- write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- write narratives to develop real or imagined experiences or events using effective technique, details, and well-structured event sequences.
- use technology to produce, publish, and update individual or shared writing products; link to other information and display information dynamically.
- conduct short as well as more sustained research projects to answer a question or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Speaking and Listening

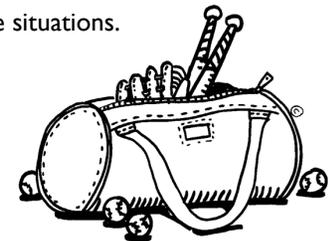
- initiate and participate effectively in a range of collaborative discussions.
- make strategic use of digital media in presentations to add interest and to enhance findings, reasoning, and evidence.

PHYSICAL EDUCATION

Physical education promotes the spirit of cooperation, leadership, and good sportsmanship. Students participate in a variety of games, team sports, and physical fitness activities. They receive instruction in rules, skills, and strategies associated with different sports as well as participate in activities involving sports and physical conditioning.

By the end of Junior High students will be able to...

- demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns.
- compare and contrast efficient and inefficient movement patterns.
- apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
- identify the principles of training: frequency, intensity, time and type.
- identify and participate in activities associated with the components of health-related fitness.
- apply rules and safety procedures in physical activities.
- monitor intensity of exercise through a variety of methods.
- set realistic short-term and long-term goals for a health-related fitness component.
- identify opportunities within the community for regular participation in physical activities.
- apply the principles of training to the health-related fitness goals.
- participate in establishing procedures for group physical activities
- remain on task independent of distraction (e.g., peer pressure, environmental stressors).
- work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations.



SOCIAL STUDIES

Eighth grade Social Studies focuses on United States history starting with the Civil War. Students analyze the geographical, economic, and political causes and effects of major historical periods such as the Civil War and Reconstruction. Also studied: westward expansion and the effect on the native populations, the Great Depression and the New Deal, World War I and II, and others. Through the Junior Achievement program, students learn about the economic and communication development in the United States.

By the end of eighth grade students will be able to...

History/Culture

- identify new technologies and inventions over time (particularly from the late 1800s through the early 1900s) and explain their impact on society.
- explain the causes of, results, and reasons the United States entered World Wars I and II, the Korean War and Vietnam.

Geography

- explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).
- explain how human activity is affected by geographic factors.
- analyze how human processes influence settlement patterns including migration and population growth.

Civics, Government, and Economics

- analyze the social, political and geographical factors leading to the American Civil War.
- evaluate the successes and failures of Reconstruction.
- analyze how the Industrial Revolution affected the American economy.
- examine how immigration contributed to the growth of American cities and the growth of the U.S. economy.
- describe how voting barriers have been removed to allow greater participation in elections.
- identify the economic boom of the 1920s and the following Great Depression in 1929.

ALGEBRA I

The goal of the mathematics curriculum is to equip students with the necessary skills to be successful math students in high school. How well a student's understands Algebra I correlates directly to his/her success in the high school math classes. By exposing students to Algebra I, students are well prepared for advanced high school math classes.

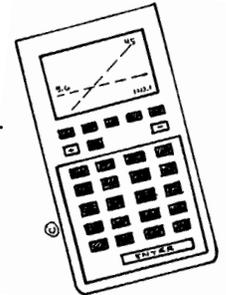
By the end of Algebra I students will be able to...

The Number System

- recognize, create, and solve ratios and proportions.
- demonstrate competency in all operations of rational numbers.
- identify and approximate irrational numbers.

Expressions and Equations

- apply symbolic expressions to represent unknowns.
- solve algebraic equations for a given variable.
- define and utilize terms related to linear equations.
- define, evaluate, and compare functions.
- represent an equation, inequality, or a set of points on the Cartesian plane.



Functions

- understand that a function is a rule that assigns to each input exactly one output.
- compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables), or by verbal descriptions.

Geometry

- identify, describe, and analyze attributes of two and three-dimensional shapes.
- explain and use the Pythagorean relationship.

Statistics and Probability

- find probabilities of events and makes population generalizations.
- recognize/categorize patterns through data analysis.
- represent data using concrete objects, pictures, and a variety of graphical representations.

ALGEBRA II

The goal of the mathematics curricula is to equip students with the necessary skills to be successful math students in high school. Algebra II is an advanced course taken by students who were already successful in Algebra I. By exposing students to Algebra II, students are well prepared for more advanced high school math classes as they will have exposure to advanced math upon entering high school.

By the end of Algebra II students will be able to... **Seeing Structure in Expressions**

- interpret the structure of expressions.
- write expressions in equivalent form to solve problems.

Arithmetic with Polynomials and Rational Expressions

- perform arithmetic operations on polynomials.
- understand the relationship between zeros and factors of polynomials.
- use polynomial identities to solve problems; rewrite rational expressions.

Creating Equations

- create equations that describe numbers or relationships.

Reasoning with Equations and Inequalities

- solve equations as a process of reasoning and explain the reasoning.
- solve equations and inequalities in one variable; solve systems of equations.
- represent and solve equations and inequalities graphically.

Interpreting Functions

- understand the concept of a function and use function notation.
- interpret functions that arise in applications in terms of context.

Building Functions

- build a function that models a relationship between two quantities.
- build new functions from existing functions.

Linear, Quadratic, and Exponential Models

- construct and compare linear, quadratic, and exponential models and solve.
- interpret expressions for functions in terms of the situation they model.

SCIENCE

Science at the eighth grade level is taught utilizing a hands-on approach method. This includes discussion, laboratory experimentation, and written work. The Scientific Method is stressed as a means of solving a problem. Various topics investigated this year are: Laboratory Safety, The Microscope, Classification Systems, The Cell, The Kingdoms of Life, Reproduction and Heredity, Biologic Evolution and Change Over Time, Ecosystems, and Human Body Systems.

By the end of eighth grade students will be able to... **Scientific Practices**

- apply the scientific method to investigations.
- analyze and interpret charts and other graphic information.
- use mathematical and computational thinking.
- follow basic safety procedures and identify and uses basic scientific equipment.
- plan and carry out investigations and understand the connections between science and technology.

Physical Science

- understand the composition of cells and their function.
- describe human body systems and their interactions.
- describe how organisms survive and explain how natural selection relates to organism survival.
- show the relationship between organisms in populations and communities within ecosystems.
- describe origin and effects of disease on organisms.

