

District 91
Mission Statement

We believe that ALL students can be successful in school. It is the mission of Milne-Kelvin Grove School District 91 to provide a supportive environment for learning in which students acquire knowledge and skills, develop a healthy self-image, demonstrate positive social behaviors, as well as acknowledge and respect ethnic and cultural diversity. We expect students to become life-long learners and productive citizens.

Eighth Grade

Grade Level Objectives



Kelvin Grove Middle School

Education is our connection to the future.

Mrs. Mary Jo Slingerland, Principal
Mrs. Donna Gray, Superintendent

Lockport Elementary School District 91
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The grade level objectives listed in this brochure are aligned with the Illinois Learning Standards and represent the course of study for this grade and provide a general focus for the instructional program in your child's grade. The purpose of this grade level brochure is to provide parents with an overview of the content objectives that represent the district's core curricular programs for each grade level. Most students are expected to demonstrate proficiency of these objectives by the end of the school year. We believe that when the school and home form a partnership, our children will have the best opportunity to learn and succeed in school. We encourage parents to familiarize themselves with these objectives. If you have questions about your child's program, please contact your child's teacher or principal for more information.

Eighth Grade Team

Mrs. Stateman~Math
Mrs. Quinn~ Language Arts
Miss Pavlich-Social studies and Science
Mrs. Carpenter~ Language Arts
Mrs. Cravens~ Art
Mrs. Wilson~ Computer Technology
Mrs. Randolph~ Music
Ms. Anderson~ Character Education, PE
Mrs. Forristall~ Gifted Program
Mrs. Ditter~ Spec Ed. Instructional
Mrs. Waxweiler~ Spec Ed. Instructional
Mr. MacFarlane~ PE

- ◆ Use a variety of textures to express specified ideas or feelings.
- ◆ Select appropriate color schemes to express specified ideas or feelings.
- ◆ Create a painting using varied watercolor techniques.
- ◆ Create prints on various surfaces and materials.
- ◆ Understand and demonstrate the principles of linear and aerial.
- ◆ Demonstrate how contour and gesture are used in drawing.
- ◆ Demonstrate modular construction.
- ◆ Demonstrate how slides are made.
- ◆ Create a multimedia art presentation.
- ◆ Demonstrate how an armature is used in sculpture.
- ◆ Identify works of art in their everyday world.
- ◆ Describe how imagination is reflected in a given image.
- ◆ Verbally create a story to tell what the picture is about.
- ◆ Recognize what a work of art tells about life in the time that it was created.



A copy of the *Illinois State Learning Standards* can be accessed via the Internet on the Illinois State Board of Education Home Page at <http://www.isbe.state.il.us/ils/> or by contacting the building principal.

Music



- ◆ Dynamics (e.g., crescendo, sforzando).
- ◆ Tempo – ritardando
- ◆ Music symbols – fermata
- ◆ Meter.
- ◆ Compare and contrast the elements and principles in two or more art works that share similar themes.
- ◆ Describe the process involved in: Composing / Conducting / Performing
- ◆ Read and interpret traditional music notation in a variety repertoire.
- ◆ Sing or play with expression and accuracy, a variety of music representing diverse cultures and styles.
- ◆ Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.
- ◆ Compare and contrast how the arts function in: Ceremony / Technology / Politics / Communication / Entertainment
- ◆ Know & describe how artist & their works shape culture & increase understanding of societies, past & present.

Art

Given a select visual image, students will:

- ◆ Understand how color is used to create the illusion of space, movement and mood.
- ◆ Understand how specific effects are achieved through placement and choices of shapes.
- ◆ Recognize texture in decorative and functional objects.
- ◆ Recognize visual and physical balance.
- ◆ Understand how visual rhythm and visual movement is achieved through repetition.
- ◆ Understand and demonstrate how regular and irregular patterns form visual rhythm.
- ◆ Use appropriate vocabulary when discussing techniques, materials and methods of the fine arts.
- ◆ Use a variety of lines, color and shape to create visual images.

Reading/Language Art

- ◆ Apply knowledge of word origins and derivations to comprehend words used in specific content areas.
- ◆ Analyze the meaning of words and phrases in their context.
- ◆ Use information to form, explain and support predictions.
- ◆ Interpret and analyze entire narrative text using story elements, point of view and theme.
- ◆ Summarize and make generalizations from content and relate to purpose of material.
- ◆ Preview reading materials, make predictions and related reading to information from other sources.
- ◆ Identify text structure and create a visual representation to use while reading.
- ◆ Continuously check and clarify for understanding.
- ◆ Read age-appropriate material with fluency and accuracy.
- ◆ Compare, contrast and evaluate ideas and information from different sources and genres.
- ◆ Compare how authors and illustrators use text and art across materials to express their ideas.
- ◆ Interpret tables that display textual information and data in visual formats.
- ◆ Identify and analyze irony within classical and contemporary works representing a variety of genres.
- ◆ Identify and analyze mood within classical and contemporary works representing a variety of genres.
- ◆ Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.
- ◆ Identify characteristics and authors of various literary forms.
- ◆ Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.



- ◆ Respond to literary material from personal, creative and critical points of view.
- ◆ Compare and contrast literary themes across various societies and eras.
- ◆ Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.
- ◆ Identify and use active and passive verbs.
- ◆ Identify and use participles and participial phrases.
- ◆ Identify and use gerunds and gerund phrases
- ◆ Identify and use infinitives and infinitive phrases.
- ◆ Produce documents that convey a clear understanding and interpretation of ideas and information, displaying focus, organization, elaboration and coherence.
- ◆ Edit and revise using contemporary technology and formats suitable for submission and/or publication.
- ◆ Compose narrative, informative and persuasive writings for a specified audience.
- ◆ Using available technology, produce compositions and multi-media for specified audiences.
- ◆ Demonstrate ways that listening attentively can improve comprehension.
- ◆ Compare a speaker's verbal and nonverbal messages.
- ◆ Restate and carry out multi-step oral instructions.
- ◆ Demonstrate the ability to identify and manage barriers to listening.
- ◆ Deliver planned oral presentations using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.
- ◆ Design and produce reports and multi-media compositions that represent group projects.
- ◆ Develop strategies to manage or overcome communication anxiety and apprehension.
- ◆ Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.
- ◆ Identify appropriate resources to solve problems or answer questions through research.
- ◆ Design a project related to contemporary issues using multiple sources.

- ◆ Explain how positive communication helps to build and maintain relationships at school, at home, and in the workplace.
- ◆ Apply a decision-making process to an individual health concern.
- ◆ Apply refusal and negotiation to potentially harmful situations.

Physical Education



- ◆ Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.
- ◆ Compare and contrast efficient and inefficient movement patterns.
- ◆ Apply rules and safety procedures in physical activities.
- ◆ Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
- ◆ Identify the principles of training frequency, intensity, time and type (FITT).
- ◆ Identify and participate in activities associated with the components of health-related fitness.
- ◆ Monitor intensity of exercise through a variety of methods with and without the use of technology.
- ◆ Evaluate the strengths and weaknesses of a personal fitness profile.
- ◆ 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.
- ◆ Follow directions and decisions of responsible individuals.
- ◆ Participate in establishing procedures for group physical activities.
- ◆ Remain on task independent of distraction.
- ◆ Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations.



- ◆ Explain how patterns of resources are used throughout the world, with an emphasis on the US. (Within respective time period)
- ◆ Analyze how human processes influence settlement patterns including migration and population growth. (Within respective time period)
- ◆ Explain how and why special patterns of settlement change over time. (Within respective time period)
- ◆ Explain how interactions of geographic factors have shaped present conditions. (Integrate with Science goals)
- ◆ Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of American culture. **Covered in K-8 cultural units in April.**
- ◆ Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g. local response to state and national reforms). (Current time period e.g. building of new Interstate 355)
- ◆ Describe the ways in which institutions meet the needs of society. (Within respective time period)
- ◆ Analyze how individuals and groups interact with and within institutions.
- ◆ Explain how social institutions contribute to the development and transmission of culture.
- ◆ Describe how changes in production (e.g. hunting and gathering, agricultural, industrial) and population caused changes in social systems. (Within respective time period)
- ◆ Explain how diverse groups have contributed to U.S. social systems over time. (Within respective time period)

Health



- ◆ Identify and describe ways to reduce health risks common to adolescents.
- ◆ Explain routine safety precautions in practical situations.
- ◆ Identify various careers involved in health promotion, health care and injury prevention.
- ◆ Identify potential environmental conditions that may affect the health of the local community.
- ◆ Develop potential solutions to address environmental problems that affect the local community's health.
- ◆ Explain the effects of health-related actions upon body systems.

- ◆ Choose and analyze information sources for individual, academic and functional purposes.
- ◆ Identify, evaluate and cite primary sources.
- ◆ Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.
- ◆ Prepare and orally present original work supported by research.
- ◆ Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.

Math



- ◆ Represent exponents and scientific notation in equivalent forms.
- ◆ Solve practical computation problems involving rational numbers, using calculators when appropriate.
- ◆ Apply common factors and common multiples in solving problems.
- ◆ Identify and apply properties of real numbers including square roots.
- ◆ Select computational procedures and solve problems with percents and proportions.
- ◆ Show evidence that computational results percents and proportions are correct and/or that estimates are reasonable.
- ◆ Apply ratios and proportions to solve practical problems.
- ◆ Compute the perimeter and area of parallelograms, triangles, and trapezoids.
- ◆ Use customary and metric measurement in problem solving.
- ◆ Select and apply instruments including rulers and protractors and units of measure to the degree of accuracy required.
- ◆ Construct a simple scale drawing for a given situation.
- ◆ Use concrete and graphic models along with appropriate formulas to find perimeters, areas, surface areas and volumes of three-dimensional regions.

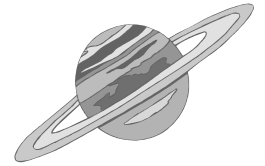
- ◆ Apply the basic properties of commutative, associative, distributive, transit, inverse, identity, zero, equality and order of operations to solve problems.
- ◆ Solve problems using equations and inequalities.
- ◆ Use graphing technology and algebraic methods to analyze and predict linear relationships and make generalizations from linear patterns.
- ◆ Apply the properties of numbers and operations including inverses in algebraic settings derived from economics, business and the sciences.
- ◆ Understand and compute square roots.
- ◆ Solve problems using numeric, graphic or symbolic representations of variables, expressions, equations and inequalities.
- ◆ Propose and solve problems using formulas and linear functions.
- ◆ Draw or construct three-dimensional geometric figures including prisms, pyramids cylinders and cones.
- ◆ Understand the basic concepts of perspective and angles to describe and analyze two- and three-dimensional shapes found in practical settings (e.g., geodesic domes, A-frame house, basketball courts, inclined planes, art forms and blueprints).
- ◆ Classify and compare two- and three-dimensional geometric figures and models according to their properties.
- ◆ Construct, develop and communicate logical arguments about geometric figures and patterns.
- ◆ Develop and solve problems using geometric relationships and models, with and without the use of technology.
- ◆ Compute distances, lengths and measures of angles using proportions, the Pythagorean theorem and its converse.
- ◆ Construct, read and interpret tables, graphs and charts to organize and represent data.
- ◆ Test the reasonableness of an argument based on data and communicate their findings.
- ◆ (World) Describe basic economic changes that led to and resulted from the manorial agricultural system, the industrial revolution, the rise of capitalism and the information/communication revolution. With an emphasis on and the effect on the United States. (Within respective time period)
- ◆ (World) Describe the impact of technology (e.g. weaponry, transportation, printing press, microchips) in different parts of the world, 1500-present. With an emphasis on and the effect on the United States. (Within respective time period)
- ◆ (US) Describe characteristics of different types of communities in various sections of America during the colonial/frontier periods and **the 19th century**. (Within respective time period)
- ◆ (US) Describe the ways in which participation in the westward movement affected families and communities. (Within respective time period)
- ◆ (US) Describe characteristics of different kinds of families in America during the colonial/frontier periods and **the 19th century**. (Within respective time period)
- ◆ (World) Describe the various roles of men, women and children in the family, at work and in the community during respective time period in , with a concentration on the US.
- ◆ (World) Identify the origins and analyze the consequences of events that have shaped world social history including famines, migrations, plagues and slave trading with a concentration on the US. (Within respective time period)
- ◆ (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818. (Within respective time period)
- ◆ (US) Describe the impact of urbanization and sub urbanization, 1850-present, on the environment.
- ◆ Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g. hemispheres, meridians, continents, bodies of water).
- ◆ Explain how to make and use geographical representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.
- ◆ Explain how physical processes including climate, plate tectonics (5th grade), erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources. (**Integrate with Science State Goal 12, Standard E**)
- ◆ Explain how human activity is affected by geographic factors. (Within respective time period)

contract reinforcement, standard weights/measurement)
establish rules that help a market economy function effectively. (Economics Unit)

- ◆ Read historical stories and determine events, which influenced their writing. (Integrate with Language Arts)
- ◆ Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present. (Integrate with Language Arts)
- ◆ Ask questions and seek answers by collecting and analyzing data from historical documents, images and other literary and nonliterary sources. (Integrate with Language Arts)
- ◆ Describe how historians use models for organizing historical interception (e.g. biographies, political events, issues and conflicts). (Within respective time period)
- ◆ Make inferences about historical events and eras using historical maps and other historical sources. (Within respective time period)
- ◆ Identify the differences between historical fact and interpretation. (Within respective time period)
- ◆ (US) Identify presidential elections that were pivotal in the formation of modern political parties.
- ◆ (US) Identify major political events and leaders within the United States historical eras since the adoption of the constitution including the westward expansion, Louisiana purchase, Civil War, and **20th century wars** as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt. (Within respective time period)
- ◆ (US) Describe the way the constitution has changed over time as a result of amendments and Supreme Court decisions. (Within respective time period)
- ◆ (US) Describe ways in which the United States developed as a world political power. (Within respective time period)
- ◆ (US) Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present. (Within respective time period)
- ◆ (US) Explain relationships among the American economy and slavery, immigration, industrialization, **labor and urbanization**, during respective time period.
- ◆ (US) Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor.

- ◆ Formulate questions (e.g., relationship between car age and mileage, average income and years of schooling), devise and conduct experiments or simulations, gather data, draw conclusions and communicate results to an audience using traditional methods and contemporary technologies.
- ◆ Analyze problem situations (e.g., board games, grading scales) and make predictions about results.

Science



- ◆ Formulate hypotheses that can be tested by collecting data.
- ◆ Conduct scientific experiments that control all but one variable.
- ◆ Collect and record data accurately using consistent measuring and recording techniques and media.
- ◆ Explain the existence of unexpected results in a data set.
- ◆ Use data manipulation tools and quantitative and representational methods to analyze measurements.
- ◆ Interpret and represent results of analysis to produce findings.
- ◆ Report and display the process and results of a scientific investigation.
- ◆ Identify an actual design problem and establish criteria for determining the success of a solution.
- ◆ Sketch, propose, and compare design solutions to the problem considering available materials, tools, cost effectiveness and safety.
- ◆ Select the most appropriate design and build a prototype or simulation.
- ◆ Test the prototype using available materials, instruments, and technology and record the data.
- ◆ Evaluate the test results based on established criteria, note sources of error and recommend improvements.

- ◆ Using available technology, report the relative success of the design based on the test results and criteria.
- ◆ Model and describe and chemical and physical characteristics of matter.
- ◆ Analyze and explain large-scale dynamic forces, events and processes that affect the Earth's land, water, and atmospheric systems.
- ◆ Describe interactions between solid earth, oceans, atmosphere and organisms that have resulted in ongoing changes of Earth.
- ◆ Simulate, analyze and explain the effects of gravitational force in the solar system.
- ◆ Describe the organization and physical characteristics of the solar system.
- ◆ Compare and contrast the sun as a star with other objects in the Milky Way Galaxy.
- ◆ Identify and reduce potential hazards in science activities.
- ◆ Analyze historical and contemporary cases in which the work of science has been affected by both valid and biased scientific practices.
- ◆ Explain what is similar and different about observational and experimental investigations.
- ◆ Identify and explain ways that scientific knowledge and economics drive technological development.
- ◆ Identify important contributions to science and technology that have been made by individuals and groups from various cultures.
- ◆ Describe how occupations use scientific technological knowledge and skills.
- ◆ Analyze the interaction of resource acquisition, technological development and ecosystem impact.
- ◆ Identify advantages and disadvantages of natural resource conservation and management programs.
- ◆ Apply classroom-developed criteria to determine the effects of policies on local science and technology issues.

Social Studies



- ◆ Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions. (Within respective time period)
- ◆ Compare historical issues involving rights and status of individuals in relation to municipalities, states and the nation.
- ◆ Describe roles and influences of individuals, groups and media in shaping **current Illinois and United States** public policy.
- ◆ Determine and explain the leadership role of the United States in international settings. (Within respective time period)
- ◆ Compare the basic principles of the United States and its international interests (e.g. territorial, environment, trade, use of technology). (Within respective time period)
- ◆ Identify consistencies and inconsistencies between expressed United States political traditions and ideas and **actual practices** (e.g. freedom of speech, right to bear arms, slavery, voting rights) (concentrate on comparison to actual practices)
- ◆ Explain how market prices signal producers about what, how and how much to produce. (Economics Unit)
- ◆ Explain the relationship between productivity and wages. (Economics Unit)
- ◆ Describe the relationship between consumer purchases and businesses paying for productive resources. (Economics Unit)
- ◆ Describe the causes of unemployment (e.g. seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending). (Economics Unit)
- ◆ Describe the “market clearing price” of a good or service. (Economics Unit)
- ◆ Explain the effects of choice and competition on individuals and the economy as a whole. (Economics Unit)
- ◆ Identify and explain the effects of various incentives to produce a good or service. (Economic Unit)
- ◆ Explain the effects of increasing and declining imports and exports to an individual and the nation’s economy as a whole. (Economics Unit)
- ◆ Explain how comparative advantage forms the basis for specialization and trade among nations. (Economics Unit)
- ◆ Explain how workers can affect their productivity through training and by using tools, machinery and technology. (Economics Unit)
- ◆ Explain how laws and government policies (e.g. property rights,