



## Middle Grade Level Objectives

### 8<sup>th</sup> Grade

#### Physical Development

- Wide differences in the rate of physical growth among individuals; girls 95% of mature height is average; boys – voice change; growth about a year behind girls.
- Skin problems emerging; hygiene a key issue.
- Eating patterns change.
- Uneven coordination.
- Worry about being normal, physically.
- Feel awkward about body.
- Most social/emotional/cognitive developments directly related to physical changes.
- Hormonal/physical demand of puberty may slow intellectual growth
- Short term thinking may predominate over long term planning

- Abstract reasoning and “formal operations” to begin to be functional in some thirteen year olds.

#### Social and Emotional Development

- Concerned about physical attractiveness to others; the mirror is their best friend and worst enemy.
- Struggle with sense of identity.
- Increased distractions from doing homework; Sports, dress, phone, text, video games
- Music becoming a major preoccupation
- One word answers to adult questions (minimal feedback)
- Feel unique, believing that no one has ever felt as they do, suffered so much, loved so deeply, or been so misunderstood.

#### Intellectual Development

- Hormonal/physical demands of puberty may slow intellectual growth.
- Short term thinking may predominate over long term planning.
- Abstract reasoning and “formal operations” begin to be functional.
- Like to challenge answers.
- Withdrawn and sensitive nature is protective of developing self-concept and intellectual ideas that are not fully formed yet.
- Tentative approach to difficult intellectual tasks; not willing to take big learning risks; this has usually caused the fears and self-consciousness of adolescence.
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## **Intellectual Development Continued**

- Risk-taking behaviors spring from lack of cause-effect thinking; highest incidence of experimentation with drinking drugs, smoking, etc. takes place between ages 12 and 16.
- Concerns with rules/fairness; idealistic

## **Religion**

- Implement concrete ways to live out the Spiritual and Corporal Works of Mercy.
- Examine how virtues and vices can affect the ability to make good moral decisions.
- Compare and contrast vocations as ways to grow in sanctity.
- Describe the authority and hierarchy of the Church as founded by Christ.
- Examine the relationship between the Last Things and the Communion of Saints

- Construct an outline of the birth of the Church and events throughout its history.
- Implement various prayer forms in their daily lives.
- Explain defenses to common objections to topics discussed in this grade level.
- Implement service in their lives based on their God-given talents.

## **Reading**

- Interpret, through the lens of Catholic Church Doctrine, evidence from literature, informational text, and media to support analysis, research, and reflection.
- Clarify the meaning of unknown and multiple meaning words and phrases by using context clues at a grade appropriate level.
- Interpret figurative language, symbols, themes, main ideas, characters, and parts of plot structure.
- Appraise bias, point of view, purpose, voice, form, structure, tones, and style in various texts.

## **Writing**

- Construct well-focused paragraphs that work together for a cohesive purpose.
- Compose sentences with complex and varied structures with teacher and peer support.
- Write with grade level vocabulary, proper conventions of Standard English grammar, usage and mechanics for writing.
- Produce detailed research writing that utilizes specific, relevant and credible self-selected sources using valid reasoning.

## **Math**

- Construct inequalities using real-world situations.
- Solve equations and inequalities using rational number properties.
- Analyze proportional relationships to solve real-world problems.
- Apply rules of exponents.
- Graph functions to model relationships between quantities.
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### **Math Continued**

- Apply appropriate techniques, tools, and formulas to estimate and determine geometric measurements and transformations.
- Interpret data using descriptive statistics including range, mode, median, quartiles, outliers, and mean.

### **Us History**

- Differentiate how diverse colonial interests helped shape the nation's future.
- Assemble changing events and attitudes of the American Revolution.
- Identify the development of American government and its modern form.
- Formulate a connection between America's physical expansion, economic growth, and population.
- Synthesize past American diversity to pre-Civil War divisions.
- Critique the positive and negative consequences of the Civil War.

- Infer how significant events might shape the future.

### **Physical Science**

- Predict and explore the properties and changes in matter.
- Analyze with scaffolding the structure of atoms and organization of periodic table. Also describe interactions between substances.
- Distinguish between kinetic and potential energy, apply concepts regarding the flow of energy to real world situations.
- Relate mechanical, chemical, nuclear, sound, thermal, and electromagnetic energy sources to real-life situations, with scaffolding.
- Summarize and apply Newton's Laws of Motion to real-life situations.
- Design an experiment demonstrating the connections between electricity and magnetism.

### **Fine Arts**

- Compose or improvise rhythmic, melodic or harmonic phrases independently.
- Categorize a variety of musical examples from different genres using proper terminology.
- Evaluate based on set criteria the quality and effectiveness of their own and other's performances and providing constructive suggestions for improvement.
- Analyze the influence of composers and performers on music, styles, traditions and performances practices.
- Demonstrate and differentiate and appropriate understanding of audience behavior in varied performance settings.

### **Visual Arts**

- Apply abstract concepts in the planning and development of art.

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## **Visual Arts Continued**

- Investigate the impact of the principles of design on compositional technique.
- Analyze how art reflects changing times, traditions, resources and cultures.
- Create art that is complex, multifaceted, and unique.
- Respond to needs within the school, parish, or community by generating original ideas and projects.

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