



**I Can...**

**Medina City Schools**

*I can learn in eighth grade*

# English Language Arts

## Acquisition of Vocabulary

- 1. I can define words I don't know using context clues, comparison, contrast, and cause and effect.
- 2. I can use what I know about connotation and denotation to define words.
- 3. I can use the relationships of words in statements (synonyms and antonyms) to explain the meanings of words.
- 4. I can infer the literal and figurative meaning of words and phrases.
- 5. I can think about and discuss the ways that events in the world have changed the English language.
- 6. I can use root words, prefixes and suffixes to help understand new vocabulary.
- 7. I can learn the meanings of words and how to say them by using dictionaries, thesauruses, glossaries, technology and text features.

## Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

- 1. I can use strategies like making predictions, recalling, summarizing, making inferences and drawing conclusions to help me understand what I read.
- 2. I can answer literal, inferential, evaluative and synthesizing questions to show that I understand what I read and see.
- 3. I can check my understanding as I read by skimming, scanning, reading on, looking back, note taking or summarizing.
- 4. I can choose reading materials based on what I like and know and on recommendations from others.
- 5. I can read books for many reasons (enjoyment, experience, to get information or to learn to do something).

## **Reading Applications: Informational, Technical and Persuasive Text**

- 1. I can compare and contrast the differences in text features and structure.
- 2. I can judge the effectiveness of the organizational structure of a text.
- 3. I can compare and contrast the treatment and organization of ideas from different sources on the same topic.
- 4. I can analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
- 5. I can judge whether the author presents details and information and the right techniques.
- 6. I can tell who the author writes for and why.
- 7. I can analyze the author's reason or viewpoint, and explain it.
- 8. I can understand how writers present facts, draw inferences and present opinions.
- 9. I can identify the characteristics of consumer materials or workplace documents.

## **Reading Applications: Literary Text**

- 1. I can identify and explain the types of characters and how what they do affects the plot.
- 2. I can analyze how the setting influences what happens.
- 3. I can explain how authors use action, subplots, parallel episodes and climax.
- 4. I can compare and contrast different points of view, and explain voice in literary text.
- 5. I can identify and explain universal themes in different works by the same author.
- 6. I can explain how an author's choice of genre affects theme or topic.
- 7. I can identify examples of foreshadowing and flashback in a literary text.
- 8. I can explain how the author conveys mood and tone through word choice, figurative language and syntax.
- 9. I can examine how symbols are used in literary texts.

## **Writing Processes**

- 1. I can produce writing ideas through discussions with others.
- 2. I can conduct reading, interviews or surveys when appropriate.
- 3. I can write a thesis statement for informational and narrative pieces.
- 4. I can determine purpose and audience.
- 5. I can use organizational strategies to plan writing.
- 6. I can organize my writing to include an introduction, body and conclusion.
- 7. I can change the structures of simple, compound and complex sentences.
- 8. I can organize ideas into paragraphs, with topic sentences following paragraph form.
- 9. I can use just-right language, action verbs, details, adjectives and style based on the audience and purpose of the writing.
- 10. I can use technology to write.
- 11. I can reread and correct my writing.
- 12. I can add and delete information and details to make ideas more clear.
- 13. I can change the order of words, sentences and paragraphs to make the meaning clear.
- 14. I can use resources and reference materials to choose more effective vocabulary.
- 15. I can proofread and edit writing, to improve grammar, spelling, punctuation and capitalization.
- 16. I can use rubrics and checklists to check the quality of writing.
- 17. I can prepare writing for publication.

## **Writing Applications**

- 1. I can write narratives, selections and literary devices to affect style and tone; and answer questions about what I read.
- 2. I can write business letters, letters to the editor and job applications that are stated clearly, follow proper style, and include facts and details.

- 3. I can write informational essays or reports that ask questions, are correctly organized and support the main ideas.
- 4. I can write persuasive compositions that develop an idea, support arguments and cite references.
- 5. I can produce informal writings for various reasons.

## **Writing Conventions**

- 1. I can use correct spelling.
- 2. I can use correct punctuation and capitalization.
- 3. I can use all eight parts of speech.
- 4. I can use clauses and phrases.
- 5. I can use parallel structure.
- 6. I can use adjectives, and put them in the right place.
- 7. I can use the right verb tenses.
- 8. I can use regular and irregular verbs.

## **Research**

- 1. I can write open-ended questions for research, and modify questions during inquiry and investigation.
- 2. I can identify sources and gather specific information from multiple sources.
- 3. I can explain the usefulness of primary and secondary sources.
- 4. I can select the right structure for organizing information in a systematic way.
- 5. I can compile and organize important information; and select sources to support ideas, concepts and themes.
- 6. I can use both quotations and citations in text.
- 7. I can use style guides to produce oral and written reports that cite sources accurately.
- 8. I can use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information about a topic or research question.

## **Communication: Oral and Visual**

- 1. I can demonstrate active listening strategies.
- 2. I can summarize the main idea, and draw conclusions from presentations and visual media.
- 3. I can interpret the reason for a speaker's presentations and use of visuals.

- 4. I can identify persuasive techniques used in presentations and media messages.
- 5. I can select language to suit the occasion and audience.
- 6. I can use clear diction, tone, phrasing and tempo to stress important ideas.
- 7. I can change what I say and how I say it according to the needs of the situation, setting and audience.
- 8. I can give informational presentations.
- 9. I can give formal and informal descriptive presentations that provide specific information and descriptive details.
- 10. I can give persuasive presentations.

# Mathematics

## Number, Number Sense and Operations Standard

- 1. I can change a large or small number to a number between 1-10 multiplied by a power of 10.
- 2. I can recognize different kinds of numbers and groups they belong to.
- 3. I can do math problems in the proper order of operations, and perform computations including exponents.
- 4. I can solve subtraction problems by adding and addition by subtracting.
- 5. I can know when to estimate or when to be exact when solving problems.
- 6. I can know how far away I am from the real answer.
- 7. I can do fraction, ratio, proportion and percent problems; and estimate the actual answer.
- 8. I can do square roots of a perfect square, and use those to help guess imperfect squares.
- 9. I can add, subtract, multiply and divide; and compare scientific notation.
- 10. I can put units of measurement in order from smallest to largest.
- 11. I can change from Fahrenheit to Celsius.
- 12. I can choose the right tool to measure many different things correctly.
- 13. I can make a model out of paper, and come up with the formula to find the surface area and volume.
- 14. I can break down a shape, find the area of each part and add those areas together to get the surface area of the shape I started with.
- 15. I can use different ways to solve a problem, and tell if I am close enough to the correct answer.
- 16. I can find the height of a tree by measuring the height of a smaller object and the length of its shadow.
- 17. I can use a formula to find out the measures of all angles in a shape with any number of sides.

- 18. I can use formulas to find the area, perimeter and volume of any figure.
- 19. I can correctly use formulas to be more accurate when I find volume and surface area.
- 20. I can write a standard numeral in scientific notation.
- 21. I can determine whether a number is written in scientific notation.
- 22. I can read and use a Venn diagram showing the real number system.
- 23. I can differentiate between the uses of numbers as: codes, measures, locations, counts, constants (formulas), and comparisons (rates).
- 24. I can determine the absolute value of a number.
- 25. I can define numbers as positive or negative.
- 26. I can plot numbers on a number line.
- 27. I can identify the origin.
- 28. I can determine if an integer is prime or composite.
- 29. I can write the prime factorization and list the multiples and factors of a number.
- 30. I can determine if a number is divisible by 2, 3, 5 or 10.
- 31. I can find the GCF and LCM of two or more numbers.
- 32. I can add signed numbers.
- 33. I can identify the property of addition.
- 34. I can identify words that mean addition.
- 35. I can identify and use the rules and properties of addition to simplify mathematical expressions.
- 36. I can subtract signed integers.
- 37. I can find the opposite of a number.
- 38. I can multiply signed integers.
- 39. I can evaluate a power and express it as repeated multiplication.
- 40. I can apply the rule for finding a power times a power.
- 41. I can apply the rule for a power of a power.
- 42. I can apply the rule for a power divided by a power.
- 43. I can express a negative exponent as repeated division.

- 44. I can apply the rules of exponents to simplify expressions and perform computations.
- 45. I can use the rules of order of operations to simplify expressions.
- 46. I can perform computations involving integer exponents and radicals.
- 47. I can solve percent problems when the part is missing.
- 48. I can solve percent problems when the whole is missing.
- 49. I can solve percent problems when the percent is missing.
- 50. I can calculate gratuity (tip), find the total bill, and/or calculate the percent of tip.
- 51. I can calculate simple interest.
- 52. I can calculate amount of discount, discount rate, sale price and/or regular price.
- 53. I can use percents to calculate markup.
- 54. I can determine profit or loss.
- 55. I can calculate a commission.
- 56. I can define ratios.
- 57. I can set up ratios.
- 58. I can convert measurements to a common unit.
- 59. I can simplify ratios.
- 60. I can write a ratio as a rate.
- 61. I can determine equivalence of ratios.
- 62. I can define similar triangles.
- 63. I can find corresponding parts of similar or congruent triangles.
- 64. I can identify what part is missing in similar triangles.
- 65. I can use my calculator to determine a square root of a number.
- 66. I can find two consecutive integers between which a square root of a number lies.
- 67. I can compare, order and place on a number line square roots.
- 68. I can determine whether the square root of a number is rational or irrational.
- 69. I can multiply and divide numbers written in scientific notation using my calculator.

- 70. I can add and subtract numbers written in scientific notation using my calculator.
- 71. I can compare numbers written in scientific notation.
- 72. I can determine if a number is in scientific notation and if not, correct it.

### **Measurement Standard**

- 1. I can change miles to kilometers, gallons to liters and pounds to kilograms.
- 2. I can put units of measurement in order from smallest to largest..
- 3. I can change for Fahrenheit to Celsius..
- 4. I can choose the right tool to measure many different things correctly.
- 5. I can make a model out of paper, and come up with the formula to find the surface area and volume.
- 6. I can break down a shape, find the area of each part and add those areas together to get the surface area of the shape I started with.
- 7. I can use different ways to solve a problem, and tell if I am close enough to the correct answer.
- 8. I can find the height of a tree by measuring the height of a smaller object and the length of its shadow.
- 9. I can use a formula to find out the measures of all angles in a shape with any number of sides.
- 10. I can use formulas to find the area, perimeter and volume of any figure.
- 11. I can correctly use formulas to be more accurate when I find volume and surface area.

### **Geometry and Spatial Sense Standard**

- 1. I can name the number of sides and angles of squares, triangles, rectangles, cubes, pyramids and prisms.
- 2. I can tell the kinds of angles made when two lines cross and when two side-by-side lines are crossed by another line.
- 3. I can use equal fractions to solve problems with similar (like) figures.

- 4. I can graph shapes by connecting, and name the dots.
- 5. I can draw figures that are moved, mirrored, turned and shrunk.
- 6. I can make models of paper (nets), prisms, pyramids, cylinders and cones.

### **Patterns, Functions and Algebra Standard**

- 1. I can use a table to make a graph, and use a graph to make a table.
- 2. I can figure out patterns and sequences, and write a variable expression.
- 3. I can use graphs and tables to write a variable exponent.
- 4. I can use a table, graph or equation to determine if it's a linear or non-linear function.
- 5. I can use multiple variables when one variable is determined by the value of the other.
- 6. I can use algebra to add, subtract and multiply monomials and polynomials.
- 7. I can find the slope and y-intercept of a line, and use it to write an equation and vice versa.
- 8. I can use ordered pairs to find the midpoint and distance of a line.
- 9. I can use formulas and algebra to solve problems (such as area and volume).
- 10. I can solve linear equations and inequalities using a graph, algebra (substitution) or graphing a graphing calculator.
- 11. I can solve quadratic equations using a graph.
- 12. I can tell the difference and explain linear, non-linear, continuous, non-continuous, discrete, direct variable and inverse variable.
- 13. I can use a graphing calculator or a computer to analyze change.

### **Data Analysis and Probability Standard**

- 1. I can collect data, and display it using an appropriate graph.
- 2. I can understand graphs that I will see in other subjects, newspapers, etc.
- 3. I can use different kinds of graphs to display the same data.
- 4. I can tell the different kinds of graphs to display the same data.
- 5. I can tell the difference between discrete and continuous data, and show each.

- 6. I can compare two sets of data by finding mean, median and mode.
- 7. I can measure the spread of the data.
- 8. I can explain how a very high or very low number in my data will affect the mean, median and mode.
- 9. I can make predictions about data by making a trend line through my scatter plot.
- 10. I can use different ways to collect data for samples.
- 11. I can use the results of my data to compare sample size and target population size.
- 12. I can convince others of my point of view using results of data and graphs.
- 13. I can calculate the number of possible outcomes when an item may occur more than once or in a specific order.
- 14. I can calculate the probability of two disjointed events occurring.

# Science

## Earth and Space Sciences

- 1. I can describe how objects in the solar system are in regular and predictable motions that explain such common occurrences as days, years, seasons, eclipses, tides and moon cycles.
- 2. I can explain that gravity is the dominant force determining motions in the solar system and, in particular, keeping the planets in orbit around the sun.
- 3. I can compare the orbits and composition of comets and asteroids with that of Earth.
- 4. I can describe the effect that asteroids or meteoroids have when moving through space and sometimes entering a planet's atmosphere (shooting stars, meteorites).
- 5. I can explain that the universe is made up of billions of galaxies that are classified by shape.
- 6. I can explain that the distances between stars are measured in light years, trace the life cycle of a star, and predict the next likely stage of a star, name and describe tools used to study the universe (telescopes, probes, satellites and spacecraft).
- 7. I can describe the Earth's interior including the tectonic plates that make up the Earth's crust.
- 8. I can explain that most major geological events (earthquakes, volcanoes, hot spots and mountain building) result from plate motion.
- 9. I can use models to study the size and shape of Earth, its surface and its interior.
- 10. I can explain that some parts of the rock cycle are related to heat energy and forces that cause plate motions.
- 11. I can describe how landforms are created through a combination of destructive (weathering and erosion) and constructive processes (mountain building, volcanic eruptions and deposition of sediment).

- 12. I can explain that Earth's processes can rearrange the rock layers so the youngest layer is not always found on top.
- 13. I can explain how the three major types of plate boundaries (transform, divergent and convergent) cause different landforms (mountains, volcanoes, ocean trenches).

### **Life Sciences**

- 1. I can describe that asexual reproduction allows for genetic continuity in a species and limits the spread of detrimental characteristics.
- 2. I can recognize that in sexual reproduction, new combinations (variations) of traits may help or harm an organism.
- 3. I can explain how variations in behaviors and structures can enhance reproductive success and environmental survival of some organisms.
- 4. I can explain that diversity of species is developed gradually over many generations.
- 5. I can explain how organisms become extinct if the environment changes.

### **Physical Sciences**

- 1. I can describe how the motion of an object is always determined and described in comparison to a specific point.
- 2. I can explain that motion describes an objects change in position (characterized by speed and directions) as time changes.
- 3. I can explain that an unbalanced force acting on an object changes that object's speed and/or direction.
- 4. I can demonstrate that waves transfer energy.
- 5. I can demonstrate that when a material vibrates, waves spread away from the source in all directions.

## **Science and Technology**

- 1. I can examine how science and technology have advanced through the contributions of many different people, cultures and times in history.
- 2. I can examine how choices regarding the use of technology are influenced by limits caused by unavoidable factors such as social, political and economic considerations, a limited amount of resources, and/or geographic locations, for example.
- 3. I can design and build a product, or create a solution to a problem, given more than two limits (cost, materials, environmental effects or time).
- 4. I can evaluate the overall effectiveness of a product design or solution.

## **Scientific Inquiry**

- 1. I can select an appropriate tool/instrument for an investigation, and follow specific safety requirements while conducting an investigation.
- 2. I can explain the concepts of sample size and control and their effect on scientific investigations.
- 3. I can read, construct and interpret data in various forms produced by self and others in both written and oral form (tables, charts, maps, graphs, diagrams, symbols).
- 4. I can apply appropriate math skills to interpret quantitative data (mean, median, mode).

## **Scientific Ways of Knowing**

- 1. I can differentiate between description (observation and summary) and explanation (inference, prediction, significance, importance) in a scientific investigation.
- 2. I can examine scientific data objectively without the influence of bias.

# Social Studies

## History

- 1. I can select events, and construct a multiple-tier time line to show relationships among events.
- 2. I can analyze and compare the political, religious, and economic aspects of North American colonization.
- 3. I can identify and evaluate the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning the Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act, the Intolerable Acts, the Boston Tea Party, the boycotts, the Sons of Liberty, and petitions and appeals to Parliament.
- 4. I can analyze and evaluate the results of important developments of the American Revolution.
- 5. I can analyze and evaluate major domestic problems faced by the leaders of the new republic under the Articles of Confederation.
- 6. I can explain the challenges in writing and ratifying the U.S. Constitution including issues debated during the convention resulting in compromises (the Great Compromise, the Three-Fifth Compromise and the slave trade compromise); the Federalist/Anti-Federalist debate; and the debate for a Bill of Rights.
- 7. I can describe and analyze the actions taken to build one country from 13 states including the precedents established by George Washington, including the cabinet and a two-term presidency; Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank; and the establishments of an independent federal court system.
- 8. I can analyze and evaluate the territorial expansion of the U.S. including the Northwest Ordinance, the Louisiana Purchase and the Lewis and Clark expedition, westward movement including Manifest Destiny, the Texas War for Independence, and the Mexican-American War.

- 9. I can analyze and explain the causes of the Civil War with emphasis on slavery, states' rights; the different economies of the North and South; the extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act; the abolitionist movement and the roles of Frederick Douglass and John Brown; the addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850; the emergency of Abraham Lincoln as a national figure in the Lincoln-Douglas debates; the presidential election of 1860; and the South's secession.
- 10. I can analyze and evaluate the course and consequences of the Civil War with Emphasis on contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant; the Emancipation Proclamation; and the Battle of Gettysburg.
- 11. I can analyze the consequences of Reconstruction with emphasis on President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson; attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments to the United States Constitution; and the Ku Klux Klan and the enactment of black codes.

### **People in Societies**

- 1. I can analyze and trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the U.S.
- 2. I can describe and explain the social, economic and political effects of stereotyping and prejudice; racism and discrimination; and institutionalized racism and institutionalized discrimination.
- 3. I can analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.

- 4. I can analyze the economic, geographic, religious and political factors that contributed to the enslavement of Africans in North America and resistance to slavery.
- 5. I can describe the economic, geographic, religious and political factors that contributed to the enslavement of Africans in North America and resistance to slavery.
- 6. I can explain how the diverse peoples of the U.S. developed a common national identity.

### **Geography**

- 1. I can compare places and regions in the U.S. as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.
- 2. I can analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the U.S. during the 18<sup>th</sup> and 19<sup>th</sup> centuries.
- 3. I can evaluate and explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the U.S.

### **Economics**

- 1. I can explain how the uneven distribution of productive resources influenced historic events like the Civil War.
- 2. I can evaluate how mercantilism and the establishment of colonies led to increased global trading during the 17<sup>th</sup> and 18<sup>th</sup> centuries.
- 3. I can explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.
- 4. I can critique how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of the U.S. Constitution.

- 5. I can evaluate and explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.

## **Government**

- 1. I can analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.
- 2. I can explain how political parties developed as a result of attempts to resolve issues in the early years of the U.S.
- 3. I can explain how events and issues demonstrated the need for a stronger form of governance in the early years of the U.S. (Shays' Rebellion, economic instability, government under the Articles of Confederation).
- 4. I can explain the political concepts expressed in the U.S. Constitution.
- 5. I can explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict, and established order and security.
- 6. I can explain how specific provisions of the U.S. Constitution including the Bill of Rights, limit the powers of government in order to protect the rights of individuals.
- 7. I can explain how the Northwest Ordinance established principles and procedures for the U.S.'s orderly expansion.
- 8. I can describe the process by which a bill becomes a law.

## **Citizenship Rights and Responsibilities**

- 1. I can analyze and critique the relationship between participating in civic and political life and the attainment of individual and public goals including the Sons of Liberty and the Committees of Correspondence/American independence; Underground Railroad, and the abolitionist movement/abolition of slavery.

- 2. I can analyze and explain how the opportunities for civic participation expanded during the first half of the 19<sup>th</sup> century including nominating conventions, expansion of the franchise and active campaigning.
- 3. I can critique the role of historical figures and political bodies to further and restrict individual rights.
- 4. I can show connections between the rights and responsibilities of citizenship including voting and staying informed on issues, being tried by a jury and serving on juries, and having and respecting rights.

### **Social Studies Skills and Methods**

- 1. I can compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.
- 2. I can construct a historical narrative using primary and secondary sources.
- 3. I can write a position paper or give an oral presentation that includes citation of sources.
- 4. I can organize and lead a discussion.
- 5. I can identify ways to manage conflict within a group.

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