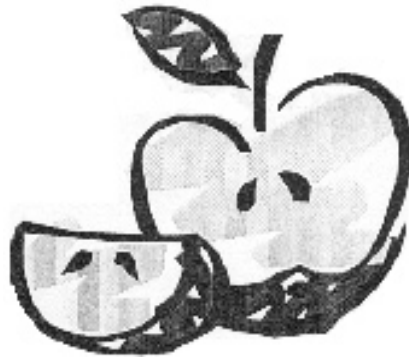




*Family Guide
for
Grade Eight*



EIGHTH EDITION

September 2007



—HOW TO USE THIS GUIDE—

Dear Families:

This guide is written to help families understand the Wenatchee School District's grade level standards. These standards are defined by the State's Essential Academic Learning Requirements (EALRs) and the State's Grade Level Expectations (GLEs). Promotion depends upon students meeting these standards.

The opposite page outlines the Promotion Standards for this grade. It describes expectations for attendance, work ethic, test scores, and classroom work. The following pages summarize grade level standards in all subjects. How can you help your child at home? Helpful hints are provided within each section to provide ideas about how you can support your child's learning.

Research shows that parent participation is essential for student success. We also believe that educating our children is a partnership of responsibility between home and school. We want parents involved in the Wenatchee Schools! If you are interested in being a part of your child's education at the building or district level, contact your school principal for more information.

Brian Flonas
Superintendent

Jodi Smith, Executive Director
Learning & Teaching Department

Student Name: _____
 Date: _____

GRADE EIGHT

Promotion Standards

School Year: 2007-2008
 Class of 2012
 PS 8.1

To earn promotion a student must have a score of at least 10. This rubric is intended for use by student and staff at any given time throughout the school year to assess progress.

4 ABOVE STANDARD: Superior Performance	0-4 Absences/ <i>TARDIES</i>	WASL (Four tests mastered) Or Level Test Scores Reading $\geq 232+$ Math $\geq 246+$	GPA 3.7 – 4.0	Consistently turns in work that exceeds grade level standards Academic Classes: Core 8; math; science	
3 MEETS STANDARD: Solid Academic Performance	5-10 Absences/ <i>TARDIES</i>	WASL (Three tests mastered) Or Level Test Scores Reading 223 - 232 Math 234 - 246	GPA 3.0 – 3.69	Consistently turns in work that meets grade level standards Academic Classes: Core 8; math; science	
2 WORKING TOWARD STANDARD	≥ 10 Absences/ <i>TARDIES</i>	WASL (Two tests mastered) Or Level Test Scores Reading 218 - 232 Math 228 - 233	Some classroom based evidence of growth GPA 1.5 – 2.99	Turns in work inconsistently Academic Classes: Core 8; math; science	
1 BELOW STANDARD: Little or no Demonstration	≥ 15 Absences/ <i>TARDIES</i>	WASL (One test mastered) Or Level Test Scores Reading LESS THAN 218 Math LESS THAN 228	Little or No classroom based evidence of growth GPA 0.0 – 1.49	Turns in little or no work Academic Classes: Core 8; math; science	
	<i>ATTENDANCE/ TARDIES</i>	<i>STANDARDIZED SCORES (Average</i>	<i>GRADE POINT AVERAGE</i>	<i>WORK ETHIC/ STUDY SKILLS</i>	<i>Grand Total</i>
Total	+		+	+	=

(Legend) \geq means greater than or equal to

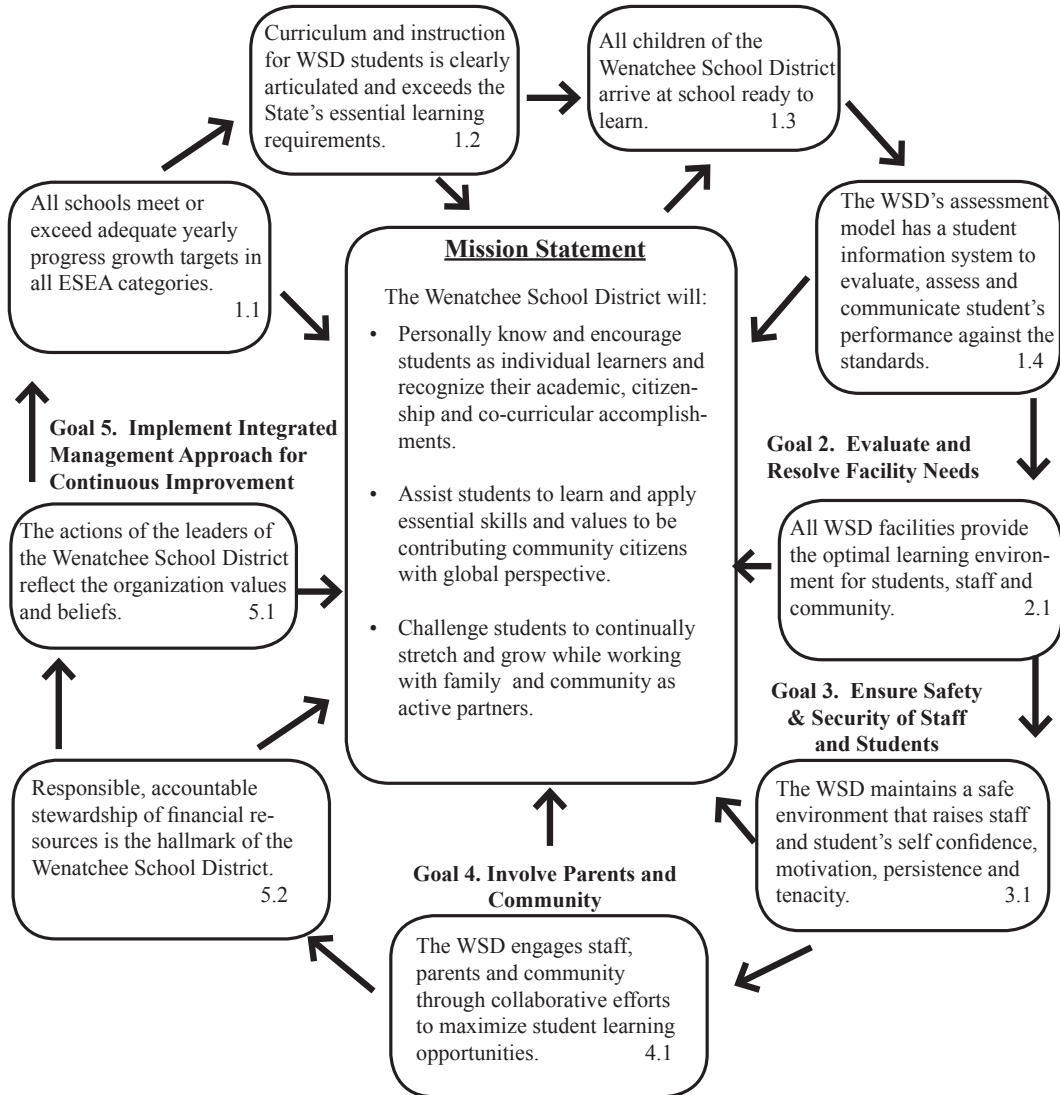
ANOTHER FACTOR TO CONSIDER IS IF THE STUDENT IS MAKING SIGNIFICANT PROGRESS TOWARD MEETING STANDARD.



Vision Elements

Students will meet or exceed standards when:

Goal 1. Improve Student Achievement



School Board Members -
 Kevin Gilbert, President
 Jesús Hernández, Vice President
 Laura Jaecks
 Chuck Largent
 Karen Norlin

Brian Fones, Superintendent

Technology

As citizens of the 21st century, we use technology as a normal part of everything that we do. Continuing into the next decade, technology skills will mean far more than simply programming cell phones or composing letters on desktop computers, and student knowledge of technology must grow, too. For example, electronic applications, data-based presentations, and Internet information literacy have become an expectation of high school graduates almost everywhere. Wenatchee School District students at each grade level, therefore, are required to meet technology skills standards that are integrated into specific content areas.

By the end of eighth grade, your student must be able to:

- Use clear and effective writing in a variety of forms, both hand-written and word-processed.
- Use the computer to publish.
- Summarize writing in content areas, both hand-written and word-processed.
- Present oral information in an interesting way, using technology for visual aids.
- Collect, organize and plot data, using the computer.
- Use available technology to retrieve information helpful to their understanding of math.
- Investigate mathematics in several occupations, including technology.
- Communicate scientific procedures, investigations, and explanations orally, in writing, with computer-based technology, and in the language of mathematics.
- Investigate the use of science, mathematics, and technology within occupational/career areas of interest.

The Internet is a valuable and beneficial tool that has become widely accessible to people of all ages. The vast array of information and services available on the Internet is staggering. However, as with any activity, Internet use has certain risks. We need to be aware of the risks in order to help our children use the Internet properly and safely. The following are links to Internet safety resources for you and your student:

- *Students* – <http://www.amdsb.ca/InternetSafety/StudentTips.htm>
- *Parents* – <http://www.amdsb.ca/InternetSafety/ParentTips.htm>

Curriculum-related Internet resources to use at home:

Internet 4 Teachers – For Use as Independent Skill Activities

- http://www.internet4classrooms.com/skills_8th.htm

Getting Students Connected

- http://www.gsc.amdsb.ca/grade_eight.htm

KidPort

- <http://www.kidport.com/Grade8/Grade8Home.htm>

Quiz Hub

- <http://quizhub.com/quiz/quizhub.cfm>

Philosophy Statement for Reading, Writing and Communication

Reading, Writing and Communication in the Wenatchee School District is based on the belief that curriculum development is a constant process of evolution and implementation. This process is learning-centered, with students and teachers working together to support and develop each other's inquiry and understanding. The classroom is, therefore, a community where learners are encouraged to take risks in a nurturing environment that engenders ownership. Within this environment, language is recognized not only as a means of communication, but also as a means of personal and content knowledge development. Language is not only what is studied and learned; it is also a major mode of learning.

District Reading/Writing/Communication Program Goals

1. Reading — Understand, evaluate, and appreciate written information in literary and technical writing.
2. Writing — Understand the writing process and use it effectively in a variety of forms.
3. Speaking — Speak effectively in various situations to entertain, to persuade, to respond, and to inform.
4. Listening — Actively listen for the purpose of processing and responding to a variety of presentations.

Writing

Eighth grade writers demonstrate competence in a variety of genre, including expository, narrative, and persuasive. Eighth grade students create pieces of writing that go beyond basic essays. They use research effectively to produce writing in a variety of forms. Students evaluate both their own work and the work of others and know and apply strategies to improve their writing. Students consider writing to be an important and effective tool for furthering their own learning.

How to help your child in writing:

- *Help your child to write letters.*
- *Encourage your child to keep personal and trip journals.*
- *Help your child to use writing to get things done, e.g. letters to politicians, newspapers, etc.*
- *Encourage your child to use dictionaries and thesauruses independently.*

Your child needs to understand and use the writing process:

- Uses a variety of prewriting strategies to brainstorm and plan.
- Composes multiple drafts when needed.
- Revises text, including changing words, sentences, paragraphs, and ideas.
- Edits to fix conventions errors, including spelling and punctuation.
- Publishes

Your child needs to write in a variety of forms for different audiences and purposes:

- Writes in a variety of forms, including expository essays, persuasive letters, book reviews, literature responses, debate.
- Writes in content areas (charts, graphs, lab reports, info graphics, et.).
- Writes to learn.

Your child needs to write clearly and effectively:

- Presents a narrow topic with a central idea.
- Uses relevant details, personal experiences, and opinions to support central idea.
- Organizes writing with a clear introduction, cohesive paragraphs, and a satisfying conclusion.
- Selects precise language.
- Uses a variety of sentence lengths and patterns.
- Writes legibly
- Spells accurately and applies capitalization, punctuation, and grammar rules.
- Uses complete sentences in writing.

Your child needs to analyze and evaluate the effectiveness of written work:

- Evaluates writing using set criteria.
- Evaluates writing and sets goals to improve over time.

Communication

Eighth grade students are integrating observation and listening skills to evaluate information that is seen and heard. Students are able to analyze and evaluate bias and persuasion in mass media and are able to analyze cultural principles, beliefs, and world views, including their own. Students use language and other communication strategies to communicate effectively. Oral presentations are enhanced by newly acquired knowledge and skills.

How you can help your child with communication:

- *Set aside 10-15 minutes to discuss what has happened during the day.*
- *Ask open-ended questions and discuss current events on a regular basis.*

Your child needs to use listening and observation skills to gain understanding:

- Uses listening strategies for enjoyment listening, and critical listening situations such as teacher instruction, small group communication with peers and class discussions.
- Listens carefully and asks clarifying questions and responds with elaboration.
- Constructs personal meaning from visual and oral information.

Your child needs to use communication skills and strategies to interact/work effectively with others:

- Uses language that is respectful of others' feelings and rights.
- Focuses on the speaker, avoids interrupting, does not dominate conversation.
- Explains one's own cultural principles, beliefs, religion, and worldviews in contrast to others.
- Examines own cultural biases.

Your child needs to use communication skills and strategies to effectively present ideas and ones' self in a variety of situations:

- Plans an effective oral presentation by determining topic and the audience and selects a purpose.
- Speaks with expression using purposeful volume, rate and pace.
- Uses posture, body language, and eye contact to emphasize message.

Your child needs to analyze and evaluate the effectiveness of communication:

- Evaluates strengths and weaknesses of one's own communication using established criteria.
- Seeks, considers and uses feedback from a variety of sources to improve communication.
- Offers feedback peers in support of improving both formal and informal communication.

Mathematics

Math Strand:

In Number Sense, Concepts & Procedures, your child needs to know:

- The order of operations (Step one: Simplify grouped symbols in parentheses or brackets; Step two: Simplify powers and roots; Step three: Multiply or divide left to right; Step four: Add or subtract from left to right).

In Number Sense, Concepts & Procedures, your child needs to be able to:

- Demonstrate order of operations in complex expressions.
- Explain and demonstrate relationships among real numbers.
- Compare and contrast rational and irrational numbers.
- Identify and evaluate square roots.

In Measurement, your child needs to be able to:

- Use formulas for finding area and volume.
- Apply Pythagorean Theorem.

In Geometric Sense, your child needs to be able to:

- Construct parallel lines, perpendicular lines and congruent triangle using a straight edge and compass.
- Demonstrate understanding of geometric language and symbols.
- Identify angle relationships.
- Locate and plot points on a coordinate plane.

In Probability and Statistics, your child needs to be able to:

- Determine probability for dependent and independent events.
- Collect, organize and plot data, using the computer.
- Predict outcomes of events.

In Algebraic Sense, your child needs to be able to:

- Solve multistep equations and inequalities with one variable.
- Graph linear equations using a table.

Mathematics

In Problem Solving Characteristics, your child needs to be able to:

- Use and explain a variety of strategies.
- Design and conduct simple open-ended investigations.

In Mathematical Reasoning, your child needs to be able to:

- Validate thinking using patterns, relationships and counter examples.
- Reflect on and evaluate procedures and results.

In Communication, your child needs to be able to:

- Use available technology to retrieve information helpful to their understanding of math.
- Express their mathematical understandings in both everyday and mathematical language.

In Connection, your child needs to be able to:

- Understand mathematical relationships.
- Describe the contributions of other cultures to the development of mathematics.
- Investigate mathematics in several occupations, including technology.

HOW YOU CAN HELP YOUR CHILD WITH MATH:

- Allow your child to plan, shop for food and cook a meal.
- Talk about patterns that go together.
- Help your child appreciate how a strong foundation in math can lead to great opportunities.
- Spend time playing board games or doing puzzles and activities that encourage stronger math skills.
- Use real life examples like paying bills, balancing your checkbook, or tipping at restaurants to teach math.
- Explore with your child, careers that require a base in mathematics.
- Encourage your child to use computers for tasks like developing charts, graphs and spreadsheets.

Science

How you can help your child in science:

- *Discuss the different types of energy used at home and what could be done to conserve energy.*
- *Ask your child to think up an experiment, write it down and predict whether it will work, then try it.*
- *Discuss ingredients in different household items.*

In Science your child needs to know:

- That all matter is made up of atoms.
- Physical changes of matter (solids, liquids, and gas).
- That energy is a property of substances and comes in many forms, including stored energy, energy of motion, heat energy, and other forms of energy.
- The factors that affect rate and amount of energy transfer; associate a decrease in one form of energy and an increase in another.
- That all matter is made up of atoms, which may be combined in various kinds, ways, and numbers.
- Physical and chemical changes at the particle level, and know that matter is conserved.
- The factors that determine the strength of various forces.
- The effects of balanced and unbalanced forces on the motion of objects along a straight line.
- How human societies' use of natural resources affects the quality of life and the health of ecosystems.

In Science your child needs to be able to:

- Use physical and chemical properties to identify and describe substances, for example, density, boiling point, and solubility.
- Describe sound, waves, using wave properties, such as wavelength, transmission, absorption, and interference.
- Describe the positions, relative speeds, and changes in speed of objects.
- Generate questions that can be answered through scientific investigations.
- Describe light using wave properties, such as wavelength, reflection, refraction, transmission, absorption, scattering, and interference.
- Design, conduct, and evaluate scientific investigations, using appropriate equipment, mathematics, and safety procedures.
- Use evidence from scientific investigations to think critically and logically to develop descriptions, explanation, and predictions.
- Correlate models of the behavior of objects, events, or processes to the behavior of the actual things under investigation; test models by predicting and observing actual behaviors or processes.
- Communicate scientific procedures, investigations, and explanations orally, in writing, with computer-based technology, and in the language of mathematics.
- Identify and examine common, everyday challenges or problems in which science/technology can be or has been used to design solution.
- Identify, design, and test alternative solutions to a challenge or problem.
- Compare and contrast multiple solutions to a problem or challenge.
- Provide more than one explanation for events or phenomena; defend or refute the explanations using evidence.
- Describe how methods of investigation relate to the validity of scientific experiments, observations, theoretical models, and explanations.
- Understand how scientific theory, hypothesis generation, experimentation, and observation are interrelated and may lead to changing ideas.
- Investigate the use of science, mathematics, and technology within occupational/career areas of interest.

Social Studies

Your eighth grader is studying U.S. History from the American Revolution to Reconstruction.

How you can help your child with social studies:

- *Involve your child in family decision-making, help weigh pros and cons and understand why compromise is often necessary.*
- *Discuss current events with your child.*
- *Watch the evening news with your child and encourage them to read the newspaper and/or news magazines.*
- *Remember communication should be an important part of your relationship with your child.*
- *Discuss historical events with your child.*
- *Read historical fiction.*

By years end, your child will be able to:

- Understand that nations establish colonies to further their economic power and political interests
- Understand that revolutions are fought to gain freedom from social, economic, and political oppression.
- Understand that there are positive and negative sides to being independent.
- Understand how the government of the United States was formed and how it works today.

democracy	constitutional	sovereignty
amendment	unconstitutional	preamble
article	republican	checks and balances
Bill of Rights	democrat	Congress

- Understand that representative governments value the participation of educated individual citizens in the political process.
- Understand that economic, political, and social motivation can lead people to seek new opportunities.
- Understand how conflict leads political unity and policy reform.

Resources to use at home:

National Constitution Center: www.constitutioncenter.org

Multnomah County Library: www.multcolib.org/homework/sochc2.html

Library of Congress: www.loc.gov/families

Health and Fitness

In Health & Fitness your child needs to be able to:

- Acquire knowledge and skills necessary to maintain an active and healthy life: movement, creativity, physical education and nutrition.
- Recognize patterns of growth and development.
- Understand the impact of real-life influences on health.
- Develop health and fitness plans based on life goals.

HOW YOU CAN HELP YOUR CHILD WITH HEALTH AND FITNESS:

- Include your child in meal planning and preparation.
- Model positive communication with family and non-family.
- Discuss and demonstrate respect for cultural diversity.
- Encourage involvement in volunteer work in the community.
- Encourage healthy eating when at fast food outlets.
- Attend a first aid and/or CPR class.
- Attend a baby-sitting class.
- Encourage participation in community and school sports and recreation.
- Discuss how the media/advertising influence our decisions.
- Provide opportunities to create movement sequence using locomotor and non-locomotor skills.
- Practice throwing, catching, kicking, dribbling & hitting skills.
- Organize a family exercise time using warm-up and cool down times.
- Encourage play with children of other cultures, genders, and abilities.
- Attend a sporting event and discuss evidence of good sportsmanship.

Dance and Movement

In Dance your child needs to be able to:

- Maintain a steady beat and holds the tempo in half time and double time [time].
- Demonstrate a range of effort actions, such as glide, float, flick, dab, punch, slash, wring, and press [energy].
- Demonstrate theme and variation in choreography [form].
- Create transitions to develop fluency in dance.
- Demonstrate the ability to reverse a simple movement combination.
- Demonstrate the ability to move with others through a variety of geometric formations.
- Understand correct alignment principles.
- Apply techniques from various artists, cultures and/or times.
- Demonstrate proper etiquette in a variety of arts settings and performances.
- Apply previously learned arts concepts, vocabulary, skills and techniques through a creative process.
- Apply previously learned arts concepts, vocabulary, skills and techniques through a performance process.
- Express ideas and feeling through the arts in a variety of forms and styles.
- Describe use of artistic appropriation.
- Identify the difference between audience and artist/performer.
- Apply previously learned arts concepts and vocabulary through a responding process.
- Describe how the arts used in media influence personal and societal choices.
- Recognize arts concepts in multiple art disciplines [i.e. pattern].
- Explain relationships between the arts and other content areas.
- Identify that aesthetic criteria impacts personal and community decision-making.
- Compare and contrasts specific attributes of artworks that reflect culture and /or history.
- Describe work habits and skills needed for careers in the arts.
- Explain how arts skills and knowledge are used in a variety of careers.

HOW YOU CAN HELP YOUR CHILD WITH DANCE:

- Encourage active participation, both in and outside of school.
- Reinforce proper audience etiquette.

Visual Arts

In Visual Arts your child needs to be able to:

- Use proportion to analyze size relationships in an artwork.
- Use emphasis to create a focal point.
- Differentiate between realistic, nonobjective and abstract works of art.
- Balance forms.
- Use spatial devices [e.g., 1 point perspective].
- Demonstrate the use of value and texture in drawing.
- Use exaggeration and simplification.
- Present work for display, e.g., centers, mounts/mats.
- Combine art elements to express own ideas and emotions.
- Create sculptural forms.
- Identify and demonstrate how light and shadow defines form.
- Identify color attributes: hue, value and intensity.
- Identify and demonstrate a use of color for expressive purposes.
- Apply previously learned arts concepts, vocabulary, skills and techniques through a creative process, a performance process, and a responding process, including technology.

HOW YOU CAN HELP YOUR CHILD WITH VISUAL ARTS:

- Display art work around the home and workplace.
- Keep a variety of art materials available.
- Encourage safe use of material and cleanup practices.
- Do art projects with your child.
- Talk about the art objects in your home.
- Sign, date and save some artwork in a folder.
- Visit galleries and museums on the Internet, and cultural events.

Music

In Music your child will have opportunities to participate in:

Mariachi and Advanced Band

- Produce an appropriate sound for a young band student and play instrument competently and confidently.
- Play with good posture, good position and good breath control.
- Perform in four music programs throughout the school year and at a large group contest to demonstrate skills learned in the classroom.
- Perform from memory the G and D major scales (concert pitch) and the chromatic scale.
- Have the opportunity to participate in the Solo and Ensemble contest.
- Turn in practice calendars as instructed by the teacher.
- Memorize music, demonstrate proper instrument carry and posture, march in step and learn the discipline of teamwork.
- Demonstrate marching skills in two parades.

Orchestra

- Produce an appropriate sound for a young band student and play instrument competently and confidently.
- Play with good posture, good position and good breath control.
- Perform in four music programs throughout the school year and at a large group contest to demonstrate skills learned in the classroom.
- Perform from memory the Bb, F, Eb, Ab, and C major scales (concert pitch) and the chromatic scale.
- Have the opportunity to participate in the Solo and Ensemble contest.
- Turn in practice calendars as instructed by the teacher.
- Memorize music, demonstrate proper instrument carry and posture, march in step and learn the discipline of teamwork.
- Demonstrate marching skills in two parades.

Choir

- Demonstrate and use the following techniques: free, buoyant tone; singing in tune, sections in balance; blended sections; expressive phrasing, correct posture, breath, articulation of consonants and formation of vowels.
- Perform in two and three part harmony.
- Be presented with different styles of music and their historical overview.
- Employ audience behavior appropriate for the environment.
- Students will be expected to provide black dress slacks and dark shoes — additional requirements may be expected.
- Demonstrate understanding of key signatures and perform scales.
- Demonstrate rhythmic understanding up through 16th notes and rests and be able to perform various combinations.

HOW YOU CAN HELP YOUR CHILD WITH MUSIC:

- Listen to, attend and participate in a variety of musical activities.
- Obtain videos of musicals suitable for children.
- Listen to various recordings of vocal/instrumental performances.

Wenatchee School District
Graduate Profile
“Prepared to be Contributing 21st Century Citizens”
(Adopted: February 10, 2003)

Students who are enrolled in the Wenatchee School District share a common school experience designed to prepare them to be contributing 21st Century citizens. The graduate profile describes the indicators that provide evidence of this preparation.

Students as Scholar:

Students will have the opportunity to demonstrate their academic scholarship as evidenced by:

- Reading with comprehension, writing with skill, and communicating effectively and responsibly in a variety of ways and settings through all content areas;
- Knowing and applying the core concepts and principles of mathematics; social, physical and life sciences; civics and history; arts and health and fitness;
- Thinking analytically, logically, and creatively, integrating experience and knowledge to form reasoned judgements and to solve problems;
- Understanding the importance of work and how performance, effort and decisions directly affect future career and educational opportunities;
- Understanding, applying, and integrating technology throughout academic studies.

Students as Citizen:

Students will have the opportunity to demonstrate how they can be responsible, contributing members of the community. Evidence includes the student's:

- Knowledge and appreciation of personal and cultural similarities and differences;
- Knowledge of and compliance with school policies and rules;
- Knowledge of local and global environmental issues;
- Knowledge of how to function in social, organizational and occupational systems;
- Demonstration of social responsibility;
- Demonstration of active citizenship in a democratic society;
- Application of working independently, cooperatively and in groups to achieve desired results.

Student as Life Planner:

Students will have the opportunity to discover and to align their educational and career goals. Evidence includes the student's:

- Demonstration and awareness of self-worth and an appreciation of the worth of others;
- Demonstration of a positive work ethic;
- Application of the necessary skills for maintaining good physical, mental and nutritional wellness;
- Demonstration of career exploration and planning in preparation for post high school;
- Demonstration of self-management.

The development of the student as a scholar, a citizen, and a life planner will be accomplished through the student's entire school experience and demonstrated through learning in classes, co-curricular activities, state and district graduation coursework requirements, the Washington Assessment of Student Learning (WASL), career planning, and a culminating project.

School Information:

Principal's Name: _____

School Telephone: _____

Teacher's Name: _____ Ph. _____

Teacher's Name: _____ Ph. _____

Teacher's Name: _____ Ph. _____

Teacher's Name: _____ Ph. _____

Dates to remember:

Open House: _____

Teacher/Parent Confs: _____

End of 1st Quarter: _____

End of 2st Quarter: _____

End of 3st Quarter: _____

End of 4st Quarter: _____

Special Event: _____

Special Event: _____

Special Event: _____

Mission Statement

The Wenatchee School District will:

- Personally know and encourage students as individual learners and recognize their academic, citizenship and co-curricular accomplishments;
- Assist student to learn and apply essential skills and values to be contributing community citizens with a global perspective;
- Challenge students to continually stretch and grow while working with family and community as active partners.... “My Child, Your Child, Our Children”.

NONDISCRIMINATION STATEMENT FOR SCHOOL PUBLICATIONS AND PUBLIC ANNOUNCEMENTS

The Wenatchee School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, creed, sex, sexual orientation, including gender identity, disability, familial status, marital status or age. This holds true for all staff and for students who are interested in participating in educational programs and/or extracurricular school activities. Inquiries regarding compliance and/or grievance procedures may be directed to RCW Officer and ADA Coordinator Mr. Steve Cole. Issues related to 504 should be directed to Mr. Mike Franza, Administrator for Student and Support Services.