

## A MESSAGE TO OUR FAMILIES

Welcome to the Phoenix Elementary School District! Our schools are committed to providing a high-quality educational program for your children by setting high expectations for their performance in the classroom. We believe that strong ties to our families and community help your child become a responsible, life-long learner.

This brochure is a **summary** of grade level learning expectations for Language Arts, English Language Learners, Mathematics, Science and Social Studies. By the end of this school year, mastery of these skills will prepare your child for success next school year.

The learning expectations listed here **summarize** the Phoenix Elementary District curriculum. These expectations reflect the goals of the school district to ensure a quality curriculum for students and accountability to the community.

The Phoenix Elementary School District curriculum is guided by the Arizona's Academic Standards. Follow this link to the Arizona Department of Education website for additional information about the academic standards:  
[www.azed.gov/standards-practices/](http://www.azed.gov/standards-practices/).

The District's 2025 Strategic Plan provides clear expectations for our student's academic success. Goals include:

- We will ensure every student we serve is achieving academic success.
- We will engage every student in a rigorous, relevant, research-based learning environment led by well-trained staff.
- We will ensure student enrollment is at capacity in effective and attractive Signature and Neighborhood schools accessible to all.
- Follow this link for additional information about the 2025 Strategic Plan, [phxschools.org/district/about/strategic-plan/](http://phxschools.org/district/about/strategic-plan/).

Please contact your child's teacher at any time, and be sure to attend conferences with your child's teacher in October, January and March.

# 8<sup>th</sup> GRADE

## Learning Expectations



## WHAT WILL YOUR CHILD LEARN IN SCHOOL THIS YEAR?



English Language Arts



English Language Learners



Mathematics



Science



Social Studies

Inspiring Every Child to Achieve

**PHOENIX#1**  
Elementary School District



Curriculum and Instruction

2019-2020



## English Language Arts

### Reading, Writing, Language, Listening and Speaking - Includes Fiction and Non-Fiction

*By the end of the school year, students should:*

- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot
- Analyze where materials on the same topic disagree on matters of fact, interpretation, or point of view
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events
- Learn how authors support their ideas through word choice, sentence and paragraph structure, and other methods
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient
- Build writing around strong central ideas or points of view; supporting the ideas with sound reasoning and evidence, precise word choices, smooth transitions, and different sentence structures
- Present findings and claims to others, emphasizing key points with relevant evidence and sound reasoning
- Interpret figures of speech (e.g., irony, puns) and developing a large vocabulary of general academic words and phrases



## English Language Learners

### Oral Language

*By the end of the school year, students should:*

- Express orally his or her own thinking and ideas
- Identify and apply conventions of Standards English in his or her communications
- Listen actively to the ideas of others in order to acquire new knowledge

### Reading

*By the end of the school year, students should:*

- Demonstrate understanding of print concepts of the English language
- Identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts
- Acquire English language vocabulary and use it in relevant contexts
- Analyze text for expression, enjoyment, and response to other related content areas
- Read with fluency and accuracy
- Analyze text for expression, information, enjoyment and understanding

## English Grammar, Structure and Usage

*By the end of the school year, students should:*

- Use the following parts of speech: nouns, verbs, pronouns, adjectives, adverbs, prepositions and interjections
- Use the following grammar skills: phrase construction, sentence construction, questions, and phonology link
- Express themselves in oral and written form using subordinate sentence structures that incorporate a range of idiomatic English speech patterns like interjections, verbals and advanced verb tenses
- Begin, develop and conclude both oral conversations and written investigations that reveal their understanding of interpersonal discourse and English idioms as well as display their ability to draw inferences and problem solve when delivering information

### Writing

*By the end of the school year, students should:*

- Express his or her thinking and ideas in a variety of writing genres
- Identify and apply conventions of Standard English in his or her communications
- Use the steps of the writing process as a writing piece moves toward completion
- Integrate elements of effective writing to develop engaging and focused text
- Demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks

NOTE: Instruction will vary based on student's language level: Pre-Emergent, Emergent, Basic or Intermediate.



## Mathematics

### Functions (F)

*By the end of the school year, students should:*

- Define, evaluate, and compare functions
- Model with and translate among representations of functions and describe how aspects of the function are reflected in these representations

### The Number System (NS)

*By the end of the school year, students should:*

- Identify irrational numbers
- Approximate the value of irrational numbers by rational numbers

### Expressions and Equations (EE)

*By the end of the school year, students should:*

- Work with radicals and integer exponents
- Understand the connections between proportional relationships, lines, and linear equations
- Analyze and solve linear equations and pairs of simultaneous linear equations

## Mathematics

### Geometry (G)

*By the end of the school year, students should:*

- Understand congruence and similarity using physical models, transparencies, or geometry software
- Understand and apply the Pythagorean Theorem
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres

### Statistics and Probability (SP)

*By the end of the school year, students should:*

- Investigate patterns of association in bivariate data



## Science

### Eighth Grade Science Learning Modules

- Populations, Ecosystems (Genetics Investigation)
- Chemical Interactions
- Force and Motion
- Project with Field Study

### Science as Inquiry

*By the end of the school year, students should:*

- Design, conduct, analyze, and defend conclusions using scientific method
- Explain cause and effect of variables and construct a model that demonstrates change
- Collect, organize, and interpret collected data
- Analyze results and define hypotheses

### History and Nature of Science

*By the end of the school year, students should:*

- Understand effects scientific events have on society
- Describe how recent scientific events have influenced daily life
- Describe the relationship of technology and science

### Personal and Social Perspectives in Science and Technology

*By the end of the school year, students should:*

- Understand the variety of careers in science
- Analyze the risk of hazards
- Design and implement a solution to a problem

### Life Science

*By the end of the school year, students should:*

- Explain the purposes of cell division
- Explain the basic principles of heredity using examples of eye color, widow's peak, or blood type
- Distinguish between the nature of dominant and recessive traits in humans

## Physical Science

*By the end of the school year, students should:*

- Identify different kinds of matter based on physical and chemical properties
- Identify evidence that a chemical reaction has occurred
- Classify matter in terms of elements, compounds, or mixtures
- Classify mixtures as being homogeneous or heterogeneous
- Explain the systematic organization of the periodic table
- Demonstrate velocity as the rate of change of position over time
- Describe Newton's 3 Laws of Motion



## Social Studies

Eighth grade Social Studies emphasizes the historical foundations and democratic principles that framed our Constitution and led to our form of democracy. The history of World War II to the contemporary world is also studied.

### American History

*By the end of the school year, students should:*

- Construct timelines, charts, graphs, and narratives using historical data
- Describe the difference between a primary source document and a secondary source document and the relationships between them
- Analyze events that led to the American Revolution
- Describe the significance of key events of and impact of key individuals on the Revolutionary War
- Describe the significance of the Declaration of Independent, Articles of Confederation, Constitution, and Bill of Rights
- Explain the historical influence of Thomas Jefferson, James Madison, John Adams, and Benjamin Franklin
- Describe how one nation evolved from thirteen colonies
- Review the impact of the Great Depression on the United States
- Explain the impact of WWII on economic recovery from the Great Depression
- Summarize the United States' role in WWII, including Arizona's contributions to the war effort
- Analyze the historical influence of Franklin D. Roosevelt, Dwight Eisenhower, George Patton, Douglas MacArthur, Harry Truman, and Eleanor Roosevelt
- Describe the origins of the Cold War and its impact on the United States
- Identify the role of the United States in the Vietnam Conflict
- Describe events of contemporary United States history

## World History

*By the end of the school year, students should:*

- Review the rise of totalitarianism in Europe following WWI
- Analyze the major causes of WWII and trace the series of invasions and conquests in European and Pacific Theaters
- Describe events leading to the Allied victory
- Describe the spread of Communism after WWII
- Describe events in the Middle East during the 20th and 21st centuries
- Examine human rights issues during the 20th century

## Civics/Government

*By the end of the school year, students should:*

- Describe how philosophies and documents influenced the creation of the Constitution
- Analyze the purpose of the Constitutional Convention
- Analyze the struggle between the federalists and the anti-federalists over the ratification of the Constitution
- Describe the principles on which the Constitution as the Supreme Law of the Land was founded
- Differentiate the roles and powers of the three branches of the federal government
- Explain the electoral process and how a candidate can be elected president without receiving a majority of popular vote
- Describe the line of succession to the presidency
- Compare the process of how a bill becomes a law at the federal and state level
- Describe the significance of the Amendments to the Constitution
- Summarize significant Supreme Court cases
- Compare different world governments and ideologies

## Geography

*By the end of the school year, students should:*

- Identify common characters of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture
- Identify how the role of the media, images, and advertising influences the perception of a place

- Describe the characteristics and locations of various cultures throughout the world
- Explain how changes in the natural environment can increase or diminish its capacity to support human activities
- Analyze changing ideas and viewpoints on the best use of natural resources
- Explain how societies and governments plan for and respond to natural disasters

## PLANNING FOR HIGH SCHOOL

The transitional period between middle school and high school can be an exciting yet stressful time for students and parents alike. It is important that students and parents begin thinking about the many high school choices available to them. We encourage you to begin this conversation early with your child, teacher, and principal.

Our District has already started to prepare students for promotion to high school:

1. Our Governing Board has adopted a high-school readiness goal to ensure your student is successful in completing eighth grade and registered for high school.
2. All 7th and 8th grade students and families are invited to attend our annual High School Night. You will meet representatives from many high schools and learn about high school graduation requirements. Watch for more details about this annual event!

Please contact your child's Principal or teacher for additional information about preparing for high school.