

GRADE EIGHT

SCRIPTURE / BELIEFS

Students should have access to a Bible in their classes in Grade Eight.

In Grade Eight, the teacher will provide the following Catechesis:

1. The Word of God consists of Sacred Scripture and Sacred Tradition.
2. There is one God. In one God are three Divine Persons: God the Father, God the Son, and God the Holy Spirit. Each of the three Persons is fully God. This mystery of the three Persons in one God is called the Holy Trinity. *(Also, see Appendix 1)*
3. God the Father, the Creator of heaven and earth, is the First Person of the Holy Trinity. *(CCC 253)*
4. Jesus is God the Son, our Savior, Who came to reveal the Father to us, to teach us how to live, and to open heaven to us. God the Son is the Second Person of the Holy Trinity. *(CCC 461, 259, 459)*
5. The Incarnation is the mystery of God the Son in the Flesh. This is Jesus Who always was, is now, and always will be God, and Who, from the moment of His conception, became man, and always will be true God and true Man. *(CCC 464)*
6. Jesus prayed, and taught His disciples to pray.
7. The Ascension is the entry of Jesus' humanity into divine glory in God's heavenly domain, forty days after His Resurrection on Easter. *(CCC 659-665, 989)*
8. The Acts of the Apostles describes the foundation of the Catholic Church, the struggles of the first Christians, and provides an example of a life of love and generosity.
9. The last book of the Bible, the Book of Revelation, is also called the Apocalypse. It describes the Mass of Heaven, and situations both in the time of the early Church, as well as at the consummation of the age. The Book of Revelation encourages Christians to embrace the Cross, to persevere in truth and charity, and to look with Faith and Hope to the Second Coming of Christ. *(CCC 736, 1832)*
10. God the Holy Spirit is the Third Person of the Holy Trinity, sent by God the Father and God the Son to dwell within us and help us always to choose what is good and to avoid what is evil. *(CCC 245, 733-736)*
11. On Pentecost, the Holy Spirit descended upon the Apostles in the Upper Room and the Catholic Church. The Catholic Church was born on that day. *(CCC 732, 767, 1076, 1287, 2623)*
12. The Gifts of the Holy Spirit are mentioned in the Messianic Prophecy of Isaiah 11: 1-2 and belong, in their fullness, to Christ.
13. The Fruits of the Holy Spirit are the benefits of leading a grace-filled Christian life as explained in *Galatians. 5: 22-23*.
14. The Holy Spirit makes certain that the Church's teachings on faith and morals can never be in error, and Jesus promised that this would be the case: "... when the Holy Spirit comes, He will lead you into all truth." *cf. Jn. 16: 13 (CCC 889, 890, 2035)*
15. Although the Church exists in the world and is affected by it, the Holy Spirit always guides, sanctifies, and protects her (the Church) in Truth. *(CCC 738-740)*
16. The official doctrinal teachings of the Catholic Church cannot be in error because Jesus sent the Holy Spirit to lead the Church into all truth and promised to be with His Church until the end of time. It is by God's own power that the official teachings of the Church are kept free from error. Jesus does not want us to be confused. He wants us to know where we can go for the truth. Jesus says, "... and you shall know the truth and the truth shall set you free." *(cf. John 8: 32)*
17. The Magisterium (the Pope and the Bishops in union with him) is the teaching office of the Church.
18. We can know the truth of Sacred Scripture and Sacred Tradition by following the guidance of the Magisterium. The Magisterium ensures the authentic interpretation of Sacred Scripture and Sacred Tradition. *(CCC 85-87, 2034)*

19. The Magisterium of the Church exercises the gift of infallibility which protects the Church from teaching error regarding faith and morals.
20. Matters of faith and morals are those truths regarding what we are to believe and how we are to live that are passed from Christ and the Apostles to us through Sacred Scripture and Sacred Tradition.
21. "The infallibility promised to the Church is also present in the body of Bishops when, together with Peter's successor, they exercise the supreme Magisterium, above all, in an Ecumenical Council."
(CCC 891)
22. At His Ascension into heaven, Jesus gave the Great Commission to His Apostles to go to all nations, to teach, to preach the Good News, and to baptize.
23. The Pope is the successor of St. Peter, and the Bishops are successors to the Apostles. (CCC 880-903)
24. Jesus instituted the Catholic Church, and He entrusted to Her the authority to teach, govern, and sanctify in His name. (CCC 732, 767, 880-903, 1076, 1287, 2623)
25. Jesus remains in His Church, and teaches through the Pope and Bishops.
26. The students should know the name of the Pope, Local Bishop, Pastor, Diocese, and Cathedral.
27. Jesus promised that the gates of hell would not prevail against or conquer the Church.
28. The students should be able to explain each mark of the Church (one, holy, catholic, and apostolic).
(CCC 811-870)
29. The 'Creed' is a statement of truths that are believed by baptized Catholics.
30. Review the Apostles Creed and the Nicene Creed. (The Creeds are listed between articles 184-185 of the CCC.)
31. The safeguarding of the truths of the Catholic Church was / is entrusted to the successors of Peter and the other apostles, i.e. the Pope and the Bishops in union with him. So, while the members of the Church on earth (including her leaders) are not impeccable (free from sin), the official doctrinal teachings of the Catholic Church are infallible (free from error).
32. God's providential grace and love shape and guide the Church even through times of conflict and difficulty in Church history, including the Great Schism, the Protestant Reformation, scandals, heresies, etc.
33. The six Precepts of the Church. (See Appendix 6)
34. The students, by this time in their life, should be able to distinguish between the different expressions of understanding the Church: the assembly of God, People of God, community of believers, the Mystical Body of Christ, Bride of Christ, etc.
35. The Church is made up of the Clergy, Laity, and those in Consecrated Life. (CCC 873)
36. Discuss the importance of the Holy Land as a background of Christianity.
37. Bring into discussion a brief background and review of the history of various heresies, including Arianism.
38. During the first 300 years of the Church, there were many persecutions in which people suffered and were killed for the Catholic Faith.
39. Many Religious Orders of men and women have spread the Faith of the Catholic Church throughout the ages and in / to a variety of cultures.
40. Islam has fought against the Catholic Faith for centuries.
41. The Crusades were attempts to set free the Holy Land from Muslim control. The Crusades opened Europe to create trade with the East.
42. During the Reformation, many Catholics broke away from the Church and started Protestant religions.
43. The Council of Trent clarified Catholic Church teaching after the Reformation.
44. Muslims do not believe that there are three Persons in one God.
45. The Jews and the Muslims do not believe that Jesus Christ is God.
46. The Church Militant are the followers of Christ on earth fighting against evil and working for the life of holiness.
47. Research carefully and discuss generally the similarities / differences between the Liturgy of the Roman Rite and the Eastern Rites.

48. There are Catholics who belong to the Eastern Rites of the Church, instead of the Roman Rite, but they are distinguished from the *Orthodox* primarily by their unity with the Pope.
49. The Roman Rite and the Eastern Rite Catholics are loyal to the Pope. The *Orthodox* are not in full union with the Roman Catholic Church.
50. Review and discuss the great missionary work of Catholics in North, Central, and South America and in Asia.
51. Evangelization is the spreading of the Gospel of Jesus.
52. Evangelization is the duty of all baptized Catholics.
53. The Catholic Church has people working with non-Catholic Christians, with Jews, and Muslims, to bring about a unity in faith. This is called Ecumenism.
54. Encourage prayer for the unity of all Christians, around January 25th (Feast of St. Paul), when the Catholic Church celebrates the Week of Prayer for Christian Unity.
55. The Immaculate Conception means that Mary was conceived without Original Sin.
56. Mary was ever-virgin.
57. The Blessed Virgin Mary's unconditional assent of "Yes" to God's Will required great courage and Faith. We should follow the Blessed Mother's example in giving our unconditional assent "Yes" to God. (CCC 494)
58. The Assumption of the Blessed Virgin Mary refers to our Blessed Mother being taken up by God into heaven, body and soul, at the end of her earthly life. Mary's Assumption is a foreshadowing of the resurrection and glorification of all those who die in God's grace and friendship. The Feast of the Assumption is August 15th. (CCC 966)
59. Mary is called the Mother of the Church.
60. Everyone is called to holiness. This expression is called the 'universal call to holiness'.
61. Everyone has a particular vocation from God to a specific state of life: a) Priesthood (CCC 1536-1600); b) Consecrated (CCC 914-33, 944-45); c) Married (CCC 1601-66); d) Single Life (CCC 1658).
62. Encourage the students to pray for an open and generous response to God's call in their respective lives.
63. Encourage an openness to the special vocations of the Priesthood and Religious Life by means of daily prayer for vocations, prayer to know one's state in life, and possible presentations by Priests and Religious Men and Women.
64. Discuss briefly the meaning of the Evangelical Councils of Poverty, Chastity, and Obedience, or call upon a member of a Religious Order to come to class and share this information
65. Those in Religious Life direct our attention to eternity as they daily live Poverty, Chastity, and Obedience.
66. With the students, recognize the importance of the missionary activity of Religious Orders in the growth of the Church. (CCC 927)
67. Share information about the Contemplative Life of some Men and Women Religious. e.g. The 'Pink Sisters' and the Carmelite Nuns, who reside in the Diocese of Lincoln.
68. A Priest is called to be "Alter Christus", i.e. "Another Christ" or 'Other Christ'. The Priest acts "in persona Christi," which means that he acts in the person of Christ as head of the Body of Christ.
69. 'The Laity' (or lay persons) are those who are not ordained, and the expression sometimes includes members of Religious Orders of Men and Women. The Laity are called to sanctify the world through their engagement in temporal affairs. (CCC 898)
70. The Laity are called to use their gifts and talents to draw people to Jesus.
71. Spend time sharing information about the true purpose of marriage for the husband and wife being united in love and accepting children as a gift from God.
72. For God to join a man and a woman in marriage, the couple must intend to enter a permanent relationship in which they are faithful to each other and a relationship that is directed to the procreation and education of children.

73. In the Sacrament of Matrimony, spouses receive the graces they need to fulfill their duties to each other and to their children.
74. Marriage reflects the 'marriage of Jesus and His Bride', the Church.
75. Marriage is indissoluble. The union ends in the physical death of one of the spouses.
76. Couples must choose to love each other which means to wish and work for what is truly good for a person. Love is a decision, not a feeling.
77. In marriage, spouses must be self-giving to each other and making sacrifices for the good of each other.
78. In marriage, the couple is directed by God to be fruitful and multiple by having children.
79. The three obligations for a husband and wife in their role as parents of the family: a) to welcome children into their marriage; b) to provide their care for the children, especially, for their souls; c) to form and educate their children.
80. Discuss seriously with the students the 'Virtue of Filial Piety of children' to their parents.
81. The family is the basic unit in society.
82. Society is established by God to protect the common good.
83. The common good is that which helps individuals and groups reach their fulfillment more easily and more completely.
84. All citizens must work for the common good.
85. The dignity and right of human beings must be respected by civil authority and society.
86. God's eternal laws for human persons are found in both the natural law (human nature) and in revealed law (The Ten Commandments).
87. God's law and natural law protect the dignity of human life.
88. The basic principle of natural law is to do good and to avoid evil.
89. Natural law is the means to live as a truly human person, and this natural law is written in the heart of all people.
90. Man-made laws by the Church or the civil authority must reflect the laws from God.
91. People are bound to obey man-made laws that do not violate God's law.
92. Stewardship is the proper use and care of God's gifts.
93. Conscience is our God-given internal guide to help us understand whether actions are good or bad.
94. It is important to form one's conscience correctly with the help of the Catholic Church's teaching in order to know what actions are truly good and what actions are evil. A well-informed conscience is one which can make correct judgments about actions. (CCC 1783-1785)
95. Teach the students the distinguishing characteristics of a true conscience, a lax conscience, and a scrupulous conscience.
96. God infuses a human person with a soul at the moment of conception, which is the beginning of human life.
97. Teach the students to pray for the protection of all human life from conception to natural death. (CCC 2258-62)
98. Contraception, abortion, euthanasia, and assisted suicide are sins against God and innocent human persons.
99. A war might be just, if it is the only way that a nation can defend itself from an unjust aggressor.
100. The Church is very concerned about social justice whereby society gives the respect that is due to individuals and to groups, e.g. a fair wage.
101. Justice is the promise of peace, and this peace reconciles men with God. Jesus calls His followers to be peacemakers.
102. Peace is the tranquility of order, the work of justice, and the effect of charity.
103. The two requirements for true freedom are: a) to assent to the truth and b) to choose the good.

21. Encourage the students to receive the Sacrament of Penance regularly, and review the five steps to make a good Confession:
 - a. Examination of Conscience
 - b. Confession of one's sins
 - c. Contrition (having sorrow for one's sins)
 - d. Purpose of Amendment (a firm resolve, with God's grace, to avoid sin)
 - e. Absolution and Penance from the Priest
22. Absolution is when God, through the prayer and action of the Priest, unties the sins from one who is repentant.
23. Liturgy is the Church's official public prayer of worship.
24. Liturgy consists of the Mass, the Seven Sacraments, and the Liturgy of the Hours.
25. With the students, review the Liturgical Year and Seasons.
26. Throughout history, Catholics have expressed their faith and worship through song, drama, art, architecture, literature, and prayer.
27. Sunday is the Lord's Day, set aside for Mass, extra prayer time, works of charity, time for family, rest, and abstaining from menial labor and shopping.
28. Catholics have a serious obligation to attend Mass every Sunday. Knowingly and deliberately choosing to miss Mass on Sunday without a serious reason is a mortal sin. (CCC 2181, 2185)
29. Catholics have an obligation to attend Mass on certain prescribed Holy Days. Students will memorize the names of the six Holy Days of Obligation and the dates / times on which they occur. (See Appendix 12)
30. Prayer is the lifting up of our mind and heart to God.
31. Review with the students various motives, places, and posture for prayer.
32. Review different forms of prayer (personal, communal, liturgical).
33. Discuss with the students various opportunities to engage in devotional and liturgical prayer.
34. Review with the students various forms of prayer: Blessing, Adoration, Contrition, Thanksgiving, Supplication / Petition, Intercession, and Praise. (CCC 2625-2649)
35. Review the various expressions of prayer: Vocal (e.g. Liturgy of the Hours, Rosary); Meditation (Lectio Divina on Bible Passages); Contemplative Prayer. (CCC 2700-2719)
36. Prayerfully share the meaning of the phrases in the *Our Father*. (CCC 2777-2865)
37. Through the ages, Prayer of the Scriptures has inspired men and women of Faith. (CCC 2568-2649)
38. The Beatitudes (cf. Matthew 5:1-12 and Luke 6:20-23) are the set of directives for all Christians that build on the Ten Commandments. The Beatitudes show us how to be holy and how to gain complete happiness in the Eternal Life in heaven. (CCC 1257, 1700, 1720-1722, 1934)
39. The Corporal and Spiritual Works of Mercy, as outlined in the Gospel of Matthew, are important examples of love and service to others. All followers of Christ must participate in these Works of Mercy to gain Eternal Life. (CCC 1473, 2447)
40. Discuss with the students how to deal with difficulties in prayer.
41. We must battle against the obstacles of concupiscence, sin, and vice in order to be holy.
42. Chastity means the proper use of sexual activity.
43. The two essential elements of sexual intercourse are unity and procreation.
44. Celibacy is a promise not to marry.
45. As the topic emerges in class, discuss the sins against sexuality.
46. The four *Last Things* are: Death, Judgment, Heaven, and Hell.
47. Death is when the soul ceases to keep body alive.
48. We should pray for a happy and holy death.

49. Heaven is Eternal Life with God, the communion of life and love with the Trinity and with all the blessed.
50. The hope and goal of all human beings should be heaven. Heaven is eternal life, happiness and love with God, the Blessed Virgin Mary, the angels and all who are in heaven. Heaven is the fulfillment of all the deepest human longings and desires, and is never-ending happiness. (CCC 1023-1029, 1045)
51. God desires that all human beings go to heaven, and He gives all human beings sufficient grace to go to heaven. (CCC 1721)
52. Jesus wants everyone to be in heaven, but He gives every person a free will so that, by his / her actions, each human being chooses to go to heaven or to hell.
53. At death, we will be judged by the Lord according to our deeds and adherence to the Gospel. (CCC 1021-1022)
54. The Particular Judgment is God's judgment of a person at the moment of his / her death based on what each person did or didn't do in his / her life.
55. At the Particular Judgment, God will allow the soul of each person to go to heaven, hell, or purgatory.
56. All those who die in God's grace and friendship go to heaven either immediately or after a time of cleansing in purgatory. (CCC 1031)
57. Purgatory is a temporary suffering that repairs the damage caused by one's sins and perfects the soul for entrance into heaven.
58. Hell is a reality, and those who die in un-repented mortal sin go to hell.
59. Hell is eternal suffering.
60. The principal punishment of hell is the pain of loss, which is eternal separation from God, in Whom is all happiness. In addition, the Church teaches that those who are in hell experience the pain of the senses. (CCC 1033-1037, 1861)
61. The Second Coming is the time when Jesus will appear visibly again at the end of the world as King and Judge. (CCC 1001)
62. At the Second Coming, evil will be conquered.
63. At the Second Coming, evil will be conquered, and the reign of God will be complete.
64. At the Second Coming of Jesus, there will be the Resurrection of the body, when everyone's body will be reunited with his / her soul, and each person can be fully human, body and soul.
65. At the Second Coming, Jesus will make a General Judgment described in *Matthew 25*.
66. At the end of time, all creation will be perfected.
67. After the General Judgment, all human beings will have their respective body and soul glorified in heaven, or there will be a suffering forever in hell.
68. We offer prayers and Masses for those who have died to benefit them on their journey to the Lord. (CCC 1032)
69. We intercede with God in prayer on behalf of the dead. (CCC 958)
70. By His Resurrection on Easter, Jesus will give the Resurrection to those who love Him and are obedient to the Father.
71. The four qualities of the Resurrection of the Body: (cf. p. 316 *Teacher's Manual*)
 - impassibility
 - subtlety
 - agility
 - clarity
72. The Church Militant are the followers of Christ on earth, fighting against evil and working for the life of holiness.
73. The Church Suffering are those holy souls in purgatory.

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74. The Church Triumphant are the people with Christ in heaven.
75. The Saints in heaven are intercessors who pray for us. (See Appendix 2)
76. The Saints who died for the Faith are called martyrs (witnesses) and they are in heaven with God and with all the blessed. (CCC 2473, 2506)
77. 'Praying the Rosary' is 'praying with Mary' while meditating on the mysteries of Jesus.
78. The Rosary is the epitome of the Gospel, expressing devotion to Jesus through mysteries which are prayed. May the students be able to briefly explain each of the Mysteries of the Rosary.
(CCC 2678, 2708, 1674, and the Glossary of CCC) (See Appendix 7)
79. Pray with the students, on the appropriate days of the week, the Joyful, Luminous, Sorrowful, and Glorious Mysteries of the Rosary.
80. The Joyful, Luminous, Sorrowful, and Glorious Mysteries of the rosary are meditations on the life and the Person of Christ in "the school of Mary". (cf. *Rosarium Virginis Mariae*, CCC 2708, and the Glossary of CCC)
81. Participate with the students in different kinds of prayers and devotions, e.g. Prayers to Saints, Stations of the Cross, Divine Mercy Chaplet, Rosary, etc. (CCC 2258-62)
82. The United States' Patroness is Mary, the Immaculate Conception. The National Shrine is located in Washington, D.C., and it is called the Shrine of the Immaculate Conception.
83. Research and discuss with the students the Consecration to Mary by St. Louis Marie de Montfort.

CHRISTIAN MORALITY / COMMUNITY SERVICE

In Grade Eight, the teacher will provide the following Catechesis:

1. God made us to know, love, and serve Him in this life, and be happy with Him in heaven. (CCC 1721)
2. We are made in God's image and likeness, with intellect and will (two powers of the soul). God wants us (does not force us) to live in communion with Him. (CCC 1934)
3. Sanctifying Grace is a share in God's life, and this grace makes us holy. (CCC 2023-2024)
4. Christ-like love is the basis of all relationships.
5. The practice of good communication skills is the basis of any healthy relationship.
6. Jesus takes personally the way people treat each other.
7. Salvation has been merited for us by Jesus in the Paschal Mystery, i.e. Jesus' Passion, Death, Resurrection, and Ascension. (CCC 1067)
8. Give examples of holiness in the lives of the Saints. (CCC 1479)
9. Faith, which flows from prayer, must be lived through good works. (cf. James 2:17 and CCC 162)
10. Frequent reception of the Holy Eucharist is the primary source of grace needed to faithfully live out the Christian life. (CCC 1392)
11. The Gifts of the Holy Spirit make people holy. (CCC 1831)
12. There is an objective moral law binding on all human beings, e.g. murder is always objectively evil; fornication is always objectively evil, etc. (CCC 1956)
13. Review and discuss with the students the Seven Capital Sins. (See Appendix 6)
14. The Moral Virtues are good habits that help us counteract the Seven Capital Sins.
15. Discuss how relationships are affected by being 'male' or 'female'.
16. Discuss the many and various ways to practice Chastity, Purity, and Modesty.
17. Read, understand, and abide by the explanation of the full meaning of human sexuality according to the Lincoln Diocesan Policy entitled: *Education for Love*.
18. Teach the students to develop a positive attitude toward sexuality based on respect.
19. Sexual feelings are normal and healthy for adolescents.

20. Sexual desires are good and are given by God to be properly expressed in marriage. In the Sacrament of marriage, the husband and wife are called to make a total gift of themselves to each other through the marital act. Sexual activity is permissible and meaningful only in the context of marriage.
21. The marital act is the act by which a husband and wife give themselves totally to one another, body and soul. This act is so good and powerful that God sometimes chooses to create a new human being through it. The marital act must always be open to life and love and is reserved for marriage. (CCC 1643)
22. People exercise self-control over their sexual thoughts and desires out of respect for God, themselves, and the other person.
23. Sexual acts outside of marriage are very serious sins. These include sexual acts by oneself or with another. (CCC 2351-59)
24. Certain sexual behavior is considered sinful (fornication, adultery, homosexual behavior, masturbation, use of artificial means of birth control) because it is not life-giving and love-giving.
25. Help the students be *constructively critical* about the message that TV, movies, and music convey regarding sexuality.
26. Emphasize the importance and the need for the frequent reception of the Sacrament of Penance. (CCC 1458)
27. The consequences of sin are distancing or a separation of one from Christ; it is a darkening of the understanding of what is right and what is wrong; a weakening of the will to choose good.
28. Review the types of sin: Original, Actual, Venial, and Mortal.
29. Sin is any intentional thought, word, deed, or omission that breaks God's law.
30. Venial sins do not destroy the life of grace in the soul, but mortal sins do. (CCC 1855, 1861-1863)
31. For a sin to be mortal, there are *three* conditions: (CCC 1857)
 - a. The bad thought, word, or deed must be serious in itself. (CCC 1858)
 - b. One must know the sin is serious. (CCC 1859)
 - c. One must freely choose to commit the sin anyway. (CCC 1859)
32. For a sin to be venial, only *two* of the three conditions for mortal sin are present.
33. Occasions of sin are any person, place, or thing that might easily lead us to sin. (CCC 1853)
34. Discuss and give an explanation of the danger of curiosity in the occult, cults, pagan religions, and Satanism.
35. We have a special obligation to help the poor to the extent that we are capable of doing so. (CCC 2449)
36. The Holy Eucharist is the source of living the Christian life and It commits us to the poor. (CCC 1324, 1397)
37. We have a responsibility to practice the Corporal and Spiritual Works of Mercy. (cf. Matt. 25: 31-46 and CCC 2447) (See Appendix 6)
38. Following the Precepts of the Church helps us to participate in the life of the Church, our Parish, and to grow in personal holiness. (CCC 2041) (See Appendix 6)
39. The Church has a special mission to the poor and she continually fulfills this call through the activities of local and global organizations.
40. In the midst of conflict and evil, God raises up men and women of Faith who work for life, peace, justice, and human dignity to further the Kingdom of God on earth.

Preparation for Confirmation (Grades Five through Seven)

Teach that Confirmation is not necessary for salvation, like Baptism, but that it perfects Baptism, and strengthens those confirmed to make the road to Heaven easier.

Teach that people may receive Confirmation only once because it marks their soul with a sacramental character, and gives them a greater share in the priesthood of Christ.

Teach that Confirmation makes the baptized strong and perfect Christians, giving them all the gifts and graces they need to save their souls.

Teach that Confirmation makes the baptized soldiers of Christ, with the duty to defend the Church against persecution, and their souls against harm from the world, the flesh, and the devil.

Teach that Confirmation gives the baptized the duty to study the Bible and the teachings of the Church, to pray, and to serve the mission of the Church.

Teach that Confirmation gives the baptized the duty to help others to know, love and serve God by explaining the Christian Faith and giving witness to their "life in Christ".

Introduce the Gifts of the Holy Spirit, encourage memorization. (See the Guidelines for Successful Catechesis)

Introduce the Corporal and Spiritual Works of Mercy, encourage memorization. Explain how any baptized Catholic who has attained the age of reason, or anyone who has joined the Church as an adult, and who is able to renew their baptismal promises, may be confirmed.

Explain how, ordinarily, it is the bishop who confirms people by means of prayer, laying on of hands, and anointing with Sacred Chrism, but a priest may also confirm with the bishop's permission.

FORMATION

In Grade Eight, the teacher will provide the following *Catechesis*:

1. Review making the Sign of the Cross with the *right hand* correctly, emphasizing that the words be spoken clearly, especially, "In the name of ..." (CCC 2157, cf. CCC 786) (See Appendix 5)
2. Ways to fold hands during prayer.
3. Daily practice of the examination of conscience.
4. Daily prayer, especially, in morning and evening.
5. How to pray in one's own words, *spontaneously*. Help the students to simply 'BE' in God's Presence.
6. Make a genuflection on the *right knee* toward the Tabernacle because Jesus is present there. (CCC 1378, and the Glossary of CCC under Genuflection) As Catholics, we respectfully genuflect toward Jesus in the Tabernacle when entering and leaving church.
7. Bow one's head slightly when hearing or saying the Name of Jesus / Jesus Christ.
8. Pray with the Scriptures.
9. A regimen of 'spiritual exercises'.
10. A Proper manner of sitting, standing, and kneeling in church.
11. Quiet and reverence while in church.
12. A Proper and regular use of Holy Water - with the *right hand*.
13. Make a genuflection on the *right knee*.
14. Be able to identify the fixtures in a church, the vessels, and vestments used for Mass.
15. The liturgical seasons of Advent, Christmas, Lent, Easter, and Ordinary Time.
16. Proper observance of Sunday and Holy Days of Obligation.
17. Proper observance of the liturgical season of Lent.
18. An observation of the liturgical celebrations of Holy Week.
19. The different seasons and feasts of the Liturgical Calendar.

20. Works of penance (e.g. fasting, abstaining, alms-giving).
21. Frequent Confession (at least once a month).
22. The steps for making a good Confession.
23. Saying "I'm sorry, forgive me" to anyone offended.
24. Participate fully at Mass by listening to the readings, responding, singing, and with active participation.
25. Proper manner for reading at Mass (whenever this begins in the parish / school).
26. Striking one's breast during the '*Confiteor*' at the words: "I have sinned through my own fault".
27. At the beginning of the Gospel reading, to make a 'cross' with the right thumb on the forehead, lips, and heart - and ask God to be "in my mind, on my lips, and in my heart".
28. Bow or kneel when we say "and became man" in the Creed.
29. How to compose Prayers of the Faithful for Mass.
30. Review the Eucharistic Fast.
31. Preparation for reception of Holy Communion. *(See Appendix 17)*
32. Make an act of reverence before receiving Holy Communion (bow, genuflect, make the sign of the cross or kneel).
33. Proper way to receive Holy Communion on the tongue and in the hand. *(See Appendix 17)*
34. Frequent Communion (at least, every Sunday).
35. Proper manner for serving at Mass (whenever this begins for boys in the parish).
36. Devotion to Mary, especially on Saturday, and in October and May.
37. Pray the Rosary.
38. The Mysteries of the Rosary (Joyful, Luminous, Sorrowful, and Glorious)
39. Make visits to the Blessed Sacrament in the Tabernacle.
40. Familiarity with how to participate at Exposition and Benediction.
41. Proper use of sacramentals including medals, scapulars, crucifix, holy cards, etc.
42. Obedience to those who have authority to tell others what to do.
43. Tithing in support of the Church and the poor.
44. Stewardship of natural resources and material possessions.
45. Proper manner of participating in a Rosary or Wake Service for the deceased.
46. Involvement in pro-life activities.
47. Promotion of pro-abstinence activities.
48. Use the steps for good decision-making. E.g. The Boys' Town Model
49. Encourage daily reading from the Bible.
50. Foster devotion to the Bible through an enthronement service.
51. Practice reading the Scriptures for Mass.
52. Be familiar with the books of the Bible.
53. How to look up a passage in the Bible.
54. The consequences of sin.
55. A review of the Commandment of Love, Ten Commandments, Beatitudes, Precepts of the Church.
56. A review of the definition of the free gift of grace.
57. The definition of a miracle, and be able to give examples from the life of Jesus.
58. Students should have already memorized the Seven Gifts of the Holy Spirit. *(CCC 1289, 1830-1832, 2345)*
(See Appendix 6)
59. Students should review the Twelve Fruits of the Holy Spirit. *(See Appendix 6)*

PRAYERS TO LEARN

In Grade Eight, the teacher will provide the following Catechesis:

1. Review the prayers of all previous grades. (See Appendix 5)
2. Prayer for the Pope.
3. Prayer to St. Michael.
4. *Regina Coeli*.
5. The formula to use in the Sacrament of Penance: (CCC 1450-1460)
 At the beginning: *Bless me, Father, I have sinned. My last confession was _____.*
My sins are _____ (the penitent states the sins). *I am sorry for my sins.*
 The priest talks and gives a penance.
 The penitent makes an *Act of Contrition*.
 The priest gives absolution.
 Priest: *"Give thanks to the Lord for He is good."*
 Penitent: *"His Mercy endures forever."*
 Priest: *The Lord has freed you from your sins. Go in peace."*
 Just prior to leaving the confessional, the penitent says: *"Thanks be to God."*

92 Questions

(Review all 92 Questions.)

Religion Clock (found in *Guidelines for Successful Catechesis*).



Junior High Level

Austen, Jane

Emma -- a noble and inspiring love story

Ball, Ann

Modern Saints: Their Lives and Faces -- a fascinating photographic history of saints who lived in modern times

Catherine Thomas, Mother

My Beloved, the Story of a Carmelite Nun -- a vocation story giving an inside look at the Carmelite religious life and the motives for leading a life of contemplation

dos Santos, Sr. Lucia

Fatima in Lucia's Own Words -- the memoirs of Lucia, The oldest of the Fatima children to whom Our Lady appeared in 1917

Daughters of St. Paul

Fifty-Seven Saints for Boys and Girls -- a truly inspiring collection, showing how the reader can also strive for sanctity

Encounter Series -- a lively, realistic portrayal of the lives of individual saints

Dickens, Charles

A Christmas Carol

Dorey, Sr. Mary Jean

Shepherd's Tartan -- the author's vocation story

Eymard, St. Peter Julian

All works -- his life centered on the Eucharist and these books will inflame the heart with love for the Blessed

Sacrament

von le Fort, Gertrude	<u>The Song at the Scaffold</u> -- a timid young French Carmelite finds courage in God at the scaffold during the French Revolution
	<u>The Wife of Pilate</u> -- Pilate's wife follows the truth and draws her husband after her in an unexpected way
Kent, Michael	<u>The Mass of Brother Michel</u> -- a young man, whose life is apparently ruined by disaster and bitterness, finds the fulfillment of all his dreams
Lappin, Peter	<u>Give Me Souls</u> -- the life of St. John Bosco
Lewis, C.S.	<u>The Narnia Chronicles</u> -- adventures in a fantasy world for young readers -- stories with moral and religious meaning
Mary Pierre, Sr.	<u>Mary Was Her Life</u> -- the life of a beautiful and modern Spanish girl who was totally in love with Our Lady
O. Henry	<u>The Gift of the Magi</u>
Sheen, Fulton J.	<u>Treasure in Clay</u> -- the autobiography of the late great Archbishop, showing God's guiding hand in his life
Sullivan, Fr. Paul	<u>All About the Angels</u> and all other works -- Fr. Paul brings the truths of the Faith alive in simple stories and explanations
Spellman, Cardinal	<u>The Foundling</u>
Therese of Lisieux, St.	<u>The Story of a Soul</u> -- the autobiography of the greatest Saint of modern times
Tolkien, J.R.R.	<u>Fellowship of the Ring</u> series
von Trapp, Maria	<u>The Story of the Trapp Family Singers</u> -- a tremendous story of one family's faith and search for the Will of God in difficult trials

WORSHIP / MASS / SACRAMENTS / PRAYER

In Grade Eight, the teacher will provide the following *Catechesis*:

1. Have the students memorize the definition of Sacrament: "A Sacrament is an outward sign, instituted by Christ, to give grace." (CCC 1131)
2. The reason Jesus gives the Sacraments is so we can receive His grace.
3. The Sacraments strengthen our Faith, Hope, and Charity (Love) and strengthen us to participate in the mission of the Church. (CCC 1123, 1134)
4. In Baptism and Confirmation, the Holy Spirit enters a person and gives him / her special gifts of Sanctifying and Actual Graces.
5. The Rite of Christian Initiation of Adults (RCIA) is the formation process for those adults who wish to become members of the Catholic Church.
6. Having already memorized the names of the Gifts of the Holy Spirit, remind the students how prayer helps us better use the Gifts of the Holy Spirit given to them in Baptism and increased in Confirmation. (CCC 1830 and Glossary of CCC)
7. Review the student-memorized Twelve Fruits of the Holy Spirit. (See Appendix 6)
8. The effects of Baptism are:
 - being cleansed from sin, and receiving Sanctifying Grace;
 - becoming heirs to eternal life with God in Heaven;
 - being reborn as adopted sons and daughters of God the Father;
 - becoming brothers and sisters of Jesus Christ;
 - being made members of His Body, the Church;
 - making us priests, prophets, and kings;
 - becoming temples of the Holy Spirit and receiving His Seven-fold Gifts;
 - making us heirs of heaven;
 - receiving the Theological Virtues of Faith, Hope, and Charity;
 - applying the merits of Jesus' death and Resurrection. (CCC 1263)
9. Discuss and review the difference between natural and Supernatural Virtues.
10. A Virtue is an abiding disposition or power that enables a person to do good and avoid evil.
11. Review the definitions of the Cardinal Virtues of Prudence, Justice, Temperance and Fortitude, in order for the students to better strengthen their spiritual lives. (CCC 1805-09) (See Appendix 6)
12. Review and discuss the definitions of the Theological Virtues of Faith, Hope and Charity. (CCC 1812-1829 and Glossary of CCC) (See Appendix 6)
13. Discuss the purpose and meaning of the Cardinal Virtues and Moral Virtues as distinguished from the Theological Virtues. (See Appendix 6)
14. With the students, review the Seven Capital Sins. (See Appendix 6)
15. The Sacrament of Penance is also called the Sacrament of Confession or the Sacrament of Reconciliation.
16. Jesus instituted the Sacrament of Penance on Easter evening when His Apostles were present in the Upper Room. Jesus breathed the Holy Spirit into them and gave them the power to forgive sin.
17. Jesus gave His Apostles and His Priests the power to forgive sin when He told them: "Whatever you bind on earth shall be considered bound in Heaven; whatever you loose on earth, shall be considered loosed in heaven". (cf. John 20: 22-23)
18. The Sacrament of Penance strengthens one's friendship with God.
19. Encourage the students to make a daily Examination of Conscience and, at least, a monthly Confession. (CCC 1454)
20. Encourage the students to examine their conscience based on the Ten Commandments. (CCC 2068)

- 8-W-11 Explain the similarities and differences between the Liturgy of the Roman Rite and the Eastern Rites.

Morality

- 8-M-1 Describe adolescence as a time of self-discovery.
8-M-2 Discuss an adolescent's dependence on friends, and peer pressure.
8-M-3 Explain how relationships help people to know themselves, others and God.
8-M-4 Demonstrate how Christ-like love is the basis of all relationships.
8-M-5 Discuss the qualities of a good relationship.
8-M-6 Teach and practice communication skills as basic to any relationship.
8-M-7 Explain how Jesus takes personally the way people treat each other.
8-M-8 Illustrate how Scripture describes Jesus as our friend.
8-M-9 Explain the full meaning of human sexuality.
8-M-10 Help the students develop a positive attitude toward sexuality based on respect.
8-M-11 Discuss how relationships are affected by being male or female.
8-M-12 Explain that sexual feelings are normal and healthy for adolescents.
8-M-13 Teach that people exercise self-control over their sexual thoughts and desires out of respect for God, themselves, and the other person.
8-M-14 Teach that sexual activity is permissible and meaningful only in the context of marriage.
8-M-15 Critique the message that TV, movies, music convey about sexuality.
8-M-16 Explain that certain sexual behavior is considered sinful (fornication, adultery, homosexual behavior, masturbation, use of artificial means of birth control) because it is not life-giving and love-giving.
8-M-17 Discuss ways to practice chastity, purity and modesty.
8-M-18 Discuss the possible consequences of abusing the gift of sexuality.
8-M-19 Show how the Gifts of the Holy Spirit make people holy.
8-M-20 Discuss the seven capital sins and their corresponding virtues.
8-M-21 Review the Commandment of Love, Ten Commandments, Beatitudes, Precepts.
8-M-22 Explain the danger of curiosity in the occult, cults, pagan religions, and satanism.

Prayers to Learn

Prayer to St. Michael

Regina Coeli

Prayer for the Pope

(review prayers of the previous grades)

Formation

Proper and regular use of Holy Water
Making a genuflection on the right knee
Proper manner of sitting, standing and kneeling in church
Ways to fold hands during prayer
Striking one's chest during the Confiteor
Making the triple Sign of the Cross before the Gospel
Bowing or kneeling when we say "and became man" in the Creed
Quiet and reverence while in church
How to pray in one's own words, spontaneously

Junior High Level (con't.)

Wallace, Sr. Imelda

The Outlaws of Ravenhurst --thrilling tale of a young Catholic in the days of the persecution in England

Walsh, William Thomas

Our Lady of Fatima -- a lively account of the apparitions and their relevance for our times

Windeatt, Mary Fabyan

All works very highly recommended!

Saint Benedict

Saint Paul the Apostle

Saint Rose of Lima

Saint Catherine of Siena

Saint Martin de Porres

The Children of Fatima

The Cure of Ars

The Miraculous Medal

Wiseman, Cardinal

Fabiola -- a novel of faith and love set in early Christian times -- excellent!

?

The Nun -- a dramatic portrayal of the life of St. Margaret Mary, apostle of the Sacred Heart

?

A Seal Upon My Heart -- the vocation stories of twenty-two women who became Sisters in very diverse ways

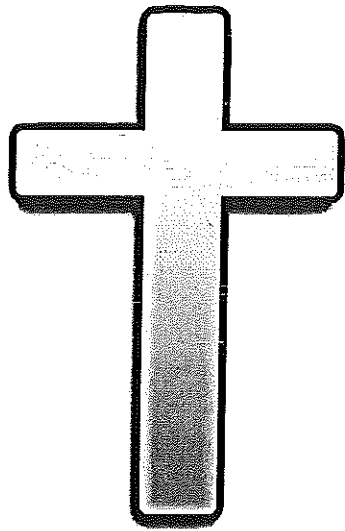
de Wohl, Louis

Citadel of God -- historical novel of the life of St. Benedict

Lay Siege to Heaven -- novel of the dramatic life of St. Catherine of Siena

Set All Afire -- St. Francis Xavier who labored to set the world afire for Christ

Catholic City Schools of Lincoln, NE



Curriculum for Language Arts Education

The Mission of the Catholic School System of the Diocese of Lincoln is to form students spiritually, intellectually, emotionally, socially, and physically, in partnership with parents, and in harmony with the specific gifts given by God to each student. In order to fulfill this mission, these schools are committed to integrating the best programs and means of education with Catholic faith and moral values.

Updated: May 2016

8th Grade



LA.8.1 Reading: By working to their highest God-given potential, students will learn and apply reading skills and strategies to comprehend text.

LA.8.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. *Mastered in Grade 1 and blended with other skills at this grade level.*

LA.8.1.2 Students will demonstrate phonological awareness through oral activities. *Mastered in Grade 1 and blended with other skills at this grade level.*

LA.8.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA.8.1.3.a Know and apply phonetic and structural (e.g. Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

LA.8.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA.8.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

LA.8.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA.8.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.

LA.8.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning and of unknown words.

LA.8.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situation.

LA.8.1.5.d Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.

LA.8.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.

LA.8.1.6 Comprehension: Students will construct meaning by using prior knowledge, including Catholic values and viewpoints,

	and text information while reading Scripture, grade-level literary and informational text.
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| LA.8.1.6.a | Analyze text to determine author's purpose(s) and describe how author's perspective influences text through the use of the following genres: fiction, non-fiction, historical fiction, biography, autobiography, mystery, myths, fantasy, fables, and various types of poetry. |
| LA.8.1.6.b | Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme, as well as make a moral judgement given character, setting and situation. |
| LA.8.1.6.c | Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, assonance, consonance, dialect, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood, irony and satire). |
| LA.8.1.6.d | Summarize and analyze a literary text and/or media, using key details to explain the theme. |
| LA.8.1.6.e | Summarize and analyze an informational text and/or media, using supporting details to explain the main idea. |
| LA.8.1.6.f | Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text. |
| LA.8.1.6.g | Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational text (e.g., biographies, subjective vs. objective, fact and opinion, primary and secondary sources, connotative, denotative, exaggerated, and metaphorical language). |
| LA.8.1.6.h | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, international and faith-based perspective, including myths, legends, and folktales. |
| LA.8.1.6.i | Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources (including flashbacks and foreshadowing). |
| LA.8.1.6.j | Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion). |
| LA.8.1.6.k | Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research. |
| LA.8.1.6.l | Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text. |

- LA.8.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.
- LA.8.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- LA.8.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA.8.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.



LA.8.2 Writing: By working to their highest God-given potential, students will learn and apply writing skills and strategies to communicate.

LA.8.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA.8.2.1.a Use prewriting activities and inquiry tools to repeatedly generate ideas, organize information, guide writing, and answer questions.
- LA.8.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA.8.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims and theses.
- LA.8.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
- LA.8.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA.8.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA.8.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA.8.2.1.h Proofread and edit writing repeatedly for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

- LA.8.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA.8.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

LA.8.2.2	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.
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- LA.8.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes.
- LA.8.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA.8.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- LA.8.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA.8.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



LA.8.3 Speaking and Listening: By working to their highest God-given potential, students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA.8.3.1	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
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- LA.8.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA.8.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.
- LA.8.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA.8.3.1.d Convey a perspective with clear reasoning and support.
- LA.8.3.1.e Ask pertinent questions to acquire or confirm information.
- LA.8.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

LA.8.3.2	Listening: Students will develop and demonstrate active listening skills during Mass and across a variety of situations
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LA.8.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.

LA.8.3.2.b Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.

LA.8.3.2.c Complete a task following multi-step directions.

LA.8.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.
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LA.8.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.

LA.8.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.

LA.8.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.

LA.8.3.3.d Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.

LA.8.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.



LA.8.4 Multiple Literacies: By working to their highest God-given potential, students will apply information fluency and practice digital citizenship.

LA.8.4.1	Information fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).
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LA.8.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.

LA.8.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).

LA.8.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA.8.4.2 Digital citizenship: Students will practice the norms of appropriate and responsible technology use.

LA.8.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA.8.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.



LA.8.5 Grammar: By working to their highest God-given potential, students will learn, demonstrate and apply various elements of grammar in their written work.

LA.8.5.1 Elements of Grammar

LA.8.5.1.a Apply knowledge of the different characters and types of sentences (declarative, imperative, interrogative and exclamatory) and sentence structure (simple, compound and complex).

LA.8.5.1.b Identify and use appropriately the various parts of sentences: simple, complete and compound subjects; simple, complete and compound predicates; understood subject; inverted order of subject and predicate; predicate nouns(predicate nominatives) and predicate adjectives and predicate pronouns; direct and indirect objects, interrupted order of subject and predicate; prepositional phrases, independent clauses; subordinate clause; participle phrases; gerund phrases; infinitive phrases; essential and non-essential clauses; noun, adjective and adverb clauses

LA.8.5.1.c Identify and use appropriately the various parts of speech

LA.8.5.1.c.1 Nouns: definition; singular, plural, possessives, common, proper, collective, abstract, concrete, compound, appositives; gerunds and gerund phrases, infinitive and infinitive phrases as nouns, noun clauses; nominative case, objective case; and possessive case.

LA.8.5.1.c.2 Verbs: definition; action; linking; main; auxiliary; verb phrases; regular and irregular; forms of be, do, have; contractions; present, tenses (present, past, future and perfect); principal parts; transitive and intransitive; progressive forms; imperative and subjective moods, active and passive voice, first, second, third person, singular and plural; verbals (participles, gerunds, infinitives)

- LA.8.5.1.c.3 Pronouns: definition; personal; subject, objective, and possessive case; antecedents; indefinite; interrogative; demonstrative; reflexive and intensive; relative
- LA.8.5.1.c.4 Adjectives: definition; proper; forms of comparison; articles; demonstrative adjectives; prepositional phrases as adjectives; adjective clauses; participles and participle phrases; infinitive and infinitive phrases as adjectives
- LA.8.5.1.c.5 Adverbs: definition; forms of comparison; negative; prepositional phrases as adverbs; intensifiers; infinitive and infinitive phrases as adverbs; adverb clauses
- LA.8.5.1.c.6 Prepositions: definition; in phrases; objects of prepositions; prepositional phrases as modifiers
- LA.8.5.1.c.7 Conjunctions: definition; coordinating; correlative; subordinating
- LA.8.5.1.c.8 Interjections: definition; punctuation
- LA.8.5.1.d Demonstrate correct usage of grammar and sentence structure when writing.
- LA.8.5.1.d.1 Sentence Usage: fragments and run-ons
- LA.8.5.1.d.2 Verb Usage: subject-verb agreement and avoiding unnecessary tense shifts
- LA.8.5.1.d.3 Pronoun Usage: agreement with antecedents; clear antecedents; using *we* and *us* with nouns; avoiding double subjects, avoiding *them* as a demonstrative pronoun; choosing the correct demonstrative pronoun; pronouns and contractions; pronouns and homophones; possessive, indefinite, interrogative pronouns; reflexive and intensive pronouns; possessive pronouns with gerunds
- LA.8.5.1.d.4 Adjective/Adverb Usage: choosing between adjectives and adverbs; forms of comparison; irregular adjectives and adverbs; choosing the correct article; correct placement; avoiding double negatives
- LA.8.5.1.d.5 Preposition Usage: choosing the correct preposition and placements of prepositional phrases
- LA.8.5.1.d.6 Conjunction Usage: correct placement
- LA.8.5.1.d.7 Problem words: accept and except; affect and effect; are and our; its and it's; your and you're; bad and badly; good and well; real and really; beside and besides; from and off; in and into; lie and lay; like and as
- LA.8.5.1.d.8 Noun Usage: possessives with gerunds
- LA.8.5.1.e Demonstrate proper mechanics in their writing.
- LA.8.5.1.e.1 Capitalization: proper nouns and adjectives; first word of direct quotation, sentence, line of poetry; abbreviations; titles of people, initials, family titles; titles of books, poems, stories, reports, outlines, songs, articles, magazines, chapters; first word of greeting and closing in letters; first word of main topic and subtopic in outlines
- LA.8.5.1.e.2 Punctuation: in bibliographic reference; periods, after appropriate sentences and abbreviations; question marks after interrogative sentences; exclamation marks after exclamatory sentences and

interjections; apostrophes to show possession and in contractions; commas after greeting and closing in friendly letters, separating day and year, city and state, in a series, in direct address, after introductory words, after interjections, to set off interruptions, with appositives, in compound sentences, with non-essential phrases and clauses, in complex sentences; quotation marks with other punctuation; colon; semi-solon; hyphen, dash, parentheses

LA.8.5.1.f Demonstrate evidence of good composition in written work.

LA.8.5.1.f.1 Sentences: combining/varying sentence structure, varying length or improving, expanding, using exact words in writing

LA.8.5.1.f.2 Paragraph Types: descriptive, prayer, narrative/personal narrative, expository (comparison and contrast, cause and effect, instructions), explanatory, stories, letters (friendly, business), reports (books, first hand, research), newspaper story, journal entry, poetry, biography

LA.8.5.1.f.3 Writing Process: pre-writing (brainstorming, making lists, discussing, choosing a topic, establishing purpose and audience, taking notes, interviewing, outlining); checking worthiness of topic; writing a first draft; revising (adding details, using more exact and descriptive vocabulary, changing order, adding dialogue, new beginnings and endings, varying sentence length and structure, using a thesaurus); proof-reading (checking spelling, mechanics, grammar, usage, penmanship (in ink), or computer print readability); publishing or displaying (handing in a neat fashion)

LA.8.5.1.f.4 Writing Skills: forming and indenting paragraphs; developing a topic sentence; main idea in a paragraph and use of supporting details; order in a paragraph and organizing a paragraph from an outline; using transitional expressions; writing a good title; using dialogue; using sense words, exact words, descriptive language; developing the plot, setting, characters, maintaining point of view; stating and supporting an opinion and ordering reasons; finding information; finding a topic and narrowing it; taking notes and preparing an outline; addressing envelopes; writing definitions; bibliographies

LA.8.5.2	Diagramming: Students will diagram sentences that contain the following: subject, verbs, articles, compound subjects, compound verbs, adjective modifiers, adverb modifiers, direct objects, subjective complements, prepositional phrases, appositives, indirect objects; objective complements; simple, compound, complex, and compound complex sentences.
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LA.8.6 Handwriting: By working to their highest God-given potential students will demonstrate the use of cursive writing.

LA.8.6.1	Written Work: Students will use cursive for all written work that is turned in.
LA.8.6.2	Reading: Students will demonstrate a basic knowledge of cursive through reading written cursive work.
LA.8.6.3	Ongoing maintenance of cursive will be manifest through instruction within the classroom setting.



LA.8.7 Spelling: By working to their highest God-given potential students will identify and use basic spelling patterns.

Refer to appendix A.

LA.8.7.1	Auditory Discrimination: rhyming words, dictated sentences
LA.8.7.2	Visual Discrimination: letter sequencing, word parts
LA.8.7.3	Vocabulary: analogies, synonyms, antonyms, phonemes, etymologies, foreign root words and expressions, challenge words
LA.8.7.4	Context Clues: phrase clues; phrase, sentence and paragraph completion
LA.8.7.5	Dictionary Skills: alphabetizing, base words, use of guide words, word meanings
LA.8.7.6	Mechanics: capitalization and punctuation
LA.8.7.7	Proofreading
LA.8.7.8	Writing



LA.8.8 Study Skills
Students will demonstrate proper use of study skills.

LA.8.8.1	Use of library and internet
LA.8.8.1.a	Use of reference books, encyclopedias, Catechism

- LA.8.8.1.b Organization of library/internet access
- LA.8.8.1.c Card catalog (electronic) and call numbers
- LA.8.8.1.d Use of dictionary and index

LA.8.8.2	Obtaining and organizing information
LA.8.8.2.a	Reading maps
LA.8.8.2.b	Using diagrams, tables, graphs, charts
LA.8.8.2.c	Knows parts of a book: title page, table of contents, copyright page, appendices, bibliography, glossary, index
LA.8.8.2.d	skimming and scanning
LA.8.8.2.e	classifying and making analogies
LA.8.8.2.f	planning and researching a report
LA.8.8.2.g	recognizing propaganda
LA.8.8.2.h	summarizing
LA.8.8.2.i	taking tests
LA.8.8.2.j	evaluating resources from an academic, intellectual and spiritual viewpoint

C9. Locate parts of speech for words.

MATH CURRICULUM

GOAL I: COUNTING AND PLACE VALUE

Math

Students write original story problems.

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MASTER

B5. Write the standard form for numbers in exponential notation.

GOAL II: PROBLEM SOLVING AND APPLICATIONS

DEVELOP

B5. Solve problems involving rate, time, and distance.

MASTER

A2. Solve word problems involving fractions, mixed numbers, factoring, decimals, or percents.

A4. Solve problems with sufficient information or unnecessary information; or determine if an answer is reasonable.

B1. Solve interest problems.

8-18

MASTER

- B3. Find a rate or a unit rate.
- B4. Solve a proportion.

GOAL III: WHOLE NUMBERS

DEVELOP

- E4. Recognize and use distributive property.

MASTER

- D5. Divide a 3-to-6-digit number by a 3-digit number with or without a remainder.

GOAL IV: ESTIMATION

DEVELOP

- A2. Estimate a sum, difference, product, or quotient of two decimals or of a whole number and a decimal.

MASTER

- A1. Estimate a sum, difference, product, or quotient of two whole numbers.

GOAL V: MEASUREMENT

MASTER

- B6. Convert units of measure, e.g. meter to cm, to mm, and yds, to ft. to in.

GOAL VI: GEOMETRY

DEVELOP

- C2. Construct congruent angles.
- C3. Construct an angle bisector.
- C4. Construct parallel lines, perpendicular lines, squares, and rectangles.
- C5. Construct a perpendicular bisector to a line segment.
- D3. Find the measurement of vertical, adjacent, supplementary, or complementary angles.
- D8. Find the missing length of a right triangle by using the rule of Pythagoras.
- D9. Find the missing length of a similar shape.

MASTER

- B2. Identify points, line segments, angles, rays, planes, parallel lines, parallel planes, perpendicular lines, or perpendicular planes.
- B3. Identify special angles.
- B6. Identify points and lines of symmetry.
- B9. Identify similar shapes.
- C1. Measure and draw angles.

MASTER

- D2. Find the area and circumference of a circle.
- D4. Find the sum of the angles in a triangle or a polygon.
- D6. Find the surface area of geometric solids.

GOAL VII: FRACTIONS

MASTER

- A7. Find the greatest common factor of two numbers.
- C3. Subtract mixed numbers with unlike denominators with no regrouping.
- C4. Subtract a fraction or a mixed number from a whole number.
- C5. Subtract mixed numbers with unlike denominators with regrouping.

GOAL VIII: DECIMALS

DEVELOP

- D3. Write a number in scientific notation and write the standard form for a number in scientific notation.

MASTER

- E2. Divide a whole number or a decimal by a decimal.
- E3. Write a fraction as a terminating decimal, repeating decimal.

GOAL IX: PERCENTS

DEVELOP

- A7. Find the percent of change between two numbers.

MASTER

- A1. Write fractions with denominators of 100 as percents.
- A2. Write decimals as percents.
- A3. Write percents as fractions or decimals.
- A4. Find a percent of a number.
- A5. Find the percent one number is of another.
- A6. Find a number if the percent of the number is known.
- A8. Understand the relationship between fractions, decimals, and percents.

GOAL X: GRAPHS AND CHARTS

INTRODUCE

- B4. Graph linear equations.

MASTER

- A1. Interpret a number line.
- A5. Interpret a scale drawing.
- A7. Write the ordered pair for a point or name the point for an ordered pair.

MASTER

- B1. Construct a graph or chart from given data.
- B2. Collect data and construct appropriate type of graph or chart.
- B3. Graph ordered pairs.

GOAL XI: CONSUMER MATH

DEVELOP

- A5. Compare installment buying to cash payments.
- A6. Learn to write checks.
- A7. Learn to balance a checking account.

MASTER

- A3. Solve discount and sales tax problems.
- A4. Solve problems involving price comparisons and cost analysis.

GOAL XII: PROBABILITY AND STATISTICS

DEVELOP

- A1. Find the probability of an outcome.
- A2. Know terms associated with probability.
- B1. Find the range of a group of numbers.
- B2. Find the mode of a group of numbers.
- B3. Find the mean of a group of numbers.
- B4. Find the median of a group of numbers.

GOAL XIII: ALGEBRA

INTRODUCE

- A4. Find the absolute value of a number and simplify expressions using absolute values.
- A13. Simplify an expression by combining like terms.
- A14. Understand and apply rational and irrational numbers.
- B1. Solve equations using addition and subtraction.
- B2. Solve equations using multiplication and division.
- B3. Solve addition or subtraction equations by combining like terms.
- B4. Solve equations using two variables.
- B5. Solve systems of linear equations.
- B6. Solve equations involving absolute value.
- C1. Simplify polynomials.
- D1. Use basic operations with algebraic fractions.
- D2. Solve problems with algebraic fractions.
- E1. Relate the basic properties of linear equations to functions.
- E2. Relate the basic properties of quadratic equations to functions.
- E3. Solve problems using linear and quadratic equations.
- F1. Solve inequalities in one variable.
- F2. Solve inequalities involving absolute value.
- F3. Solve inequalities in two variables.

DEVELOP

- A1. Know terms associated with Algebra.
- A2. Find the square root of a number.
- A3. Find the opposite of a number.
- A5. Write inequalities using positive and negative numbers.
- A6. Add positive and negative numbers.
- A7. Subtract positive and negative numbers.
- A8. Multiply and divide with positive and negative numbers.
- A12. Find the value of an expression.

MASTER

- A9. Compare, add, subtract, multiply, or divide two rational numbers.
- A10. Understand the order of operations.
- A11. Simplify an expression.

SOCIAL STUDIES CURRICULUM - EIGHTH GRADE

UNIT 1 EARLY EXPLORATION AND COLONIZATION

The students will be able to:

- A. Recognize that Native Americans inhabited the Americas before the European discovery, locate the Mayas, Incas and Aztec regions and describe their cultures.
- B. Explain how events in Europe facilitated the exploration of the New World.
- C. Name at least four Spanish explorers and locate their discoveries or conquests on a map.
- D. State three reasons why Magellan's circumnavigation of the globe was important.
- E. Identify the defeat of the Spanish Armada by the English as the end of Spanish domination of the New World.

UNIT 2 COLONIZATION OF NORTH AMERICA

The students will be able to:

- A. State three reasons for English willingness to start colonies in America.
- B. Explain why Roanoke is called the "Lost Colony" and identify Jamestown as the first permanent English colony.
- C. Locate the present day states that made up the Southern, New England and Middle colonies.
- D. Recognize indenture and slavery as two systems used to solve the labor problems of the new colonies and appreciate the contributions of slaves and indentured servants to the growth of the English colonies.
- E. Demonstrate an understanding of how such events as the founding of the House of Burgesses and the writing of the Mayflower Compact and the Fundamental Orders led the way to self-government.
- F. Appreciate the importance of religious freedom as a motive for colonization by examining the roles played by Anne Hutchinson, Thomas Hooker, William Penn, Roger Williams, and Lord Baltimore in the struggle for religious tolerance.
- G. Identify ways in which land, climate, and natural resources influenced the development of lifestyles in the New England, Middle and Southern colonies.
- H. Contrast the farming methods in the Southern and Northern colonies and recognize the importance of slavery to the growth of the plantation system.
- I. Describe the position of slaves and free blacks in colonial America.
- J. State some causes of the French and Indian War and recognize its outcome by locating on a map of North America the territorial changes that occurred.

UNIT 3 THE REVOLUTIONARY WAR

The students will be able to:

- A. Tell why 1763 was a turning point in British-American relations and describe the position of the American colonies in the British Empire.
- B. Show causes of the American Revolution by listing British actions that angered the colonists and the American response.
- C. Locate on a map the major battles of the Revolution and indicate the significance of each.
- D. Summarize the contents and significance of the Declaration of Independence.
- E. Identify at least four important military or political leaders of the Revolution and describe their contribution.

UNIT 4 THE EARLY GOVERNMENT

The students will be able to:

- A. Identify the Articles of Confederation and show how the constitution corrected their weaknesses.
- B. Name four of the framers of the Constitution and indicate their contribution to the convention.
- C. Explain two compromises made by the convention and tell the importance of compromise in writing the Constitution.
- D. Explain federalism by citing powers given to the states and to the federal government by the Constitution.
- E. Distinguish among the legislative, executive and judicial branches of government by giving examples of how they check and balance each other.
- F. Describe the process of ratifying the Constitution.
- G. Identify and read the important parts of the Constitution; know the duties of each branch and their powers; memorize the preamble to the Constitution.
- H. Identify the actions taken to organize the three branches of the new federal government when Washington took office.
- I. Explain how Hamilton attempted to solve four national financial problems and describe the public's reactions to his proposals.
- J. Identify problems on the frontier with Indians and the Spanish and how the government resolved the problems.
- K. Recognize the importance of political parties in our political system by comparing and contrasting the attitudes of the Federalists and the Republicans toward national policy issues.
- L. Describe the reactions of Presidents Adams and Jefferson to the British and French threats to American shipping.

UNIT 5 GROWTH OF THE NATION

The students will be able to:

- A. Describe how the territories of Louisiana and Florida were obtained and recognize the importance of the Louisiana Purchase to the growth of the United States.
- B. Identify the causes of the War of 1812 and assess its effects on the developing nation.
- C. State the three major terms of the Monroe Doctrine and account for its pronouncement.
- D. List the changes in transportation that helped link the North, South, and West and describe the inventions and innovations that made these changes possible.
- E. Tell how the Industrial Revolution altered working conditions in the Northeast and explain why this revolution led to differences between the industrial North and the agricultural South.
- F. Define sectionalism and tell why it was increased by the Panic of 1819.
- G. List the changes in the electoral system between 1800 and 1830 with respect to voter qualifications, nominations of candidates and the electoral process and recognize that these changes led to a more democratic nation.
- H. Compare the presidencies of John Q. Adams and Andrew Jackson and explain why Andrew Jackson was considered a strong President.
- I. State the differences between the North and South on the issue of tariffs and describe the nullification conflict that arose over the imposition of tariffs.

UNIT 6 POPULAR MOVEMENTS AND WESTWARD EXPANSION

The students will be able to:

- A. Identify the leaders, the tactics and the goals of the antislavery, women's rights and temperance movements and assess the effectiveness of each in achieving its goals.
- B. Trace the development of the utopian movement in the 1800's through a description of the model communities started by the Shakers, Robert Owen, and the Transcendentalists.
- C. Give examples of the ways in which the orphan, the mentally ill, the blind, and the deaf were aided by the reformers of the mid-1800's.
- D. Trace the settlement of the West from the early trailblazing of the mountain men to the later journeys of pioneer families. Locate the routes taken on a map.
- E. Describe how Texas was settled by Americans and tell why it broke away from Mexico to declare independence.

- F. Define "manifest destiny" and recognize the part this belief played in the acquisition of Texas, California, and the Oregon Country.
- G. List the causes and the results of the Mexican War and state the reasons for its unpopularity.

UNIT 7 THE CIVIL WAR AND RECONSTRUCTION

The students will be able to:

- A. Describe southern attitudes toward slavery and give three reasons for changes in these attitudes in the 1830's.
- B. Explain how Congress tried to resolve the problem of the extension of slavery through the Missouri Compromise, the Compromise of 1850 and the Kansas-Nebraska Act.
- C. Identify the candidates and the issues in the election of 1860 and tell why its outcome led to the secession of the southern states.
- D. State the purpose of the Emancipation Proclamation and describe its effect on the war effort.
- E. Locate Bull Run, Vicksburg, and Gettysburg on a map and assess the importance of each battle to the outcome of the war.
- F. Describe the Lincoln-Johnson plans for Reconstruction and explain why Lincoln's assassination made implementation of Reconstruction more difficult.
- G. Distinguish between the congressional and the presidential Reconstruction plans and explain why Johnson was impeached.
- H. Demonstrate an understanding of black codes, poll taxes, grandfather clauses, and Jim Crow laws by telling how each of these laws limited the freedom of blacks in the South.

UNIT 8 DEVELOPMENT OF A NATION

The students will be able to:

- A. Trace the growth of the railroads from 1865 to 1900 and recognize the major role played by railroads in the nation's industrial growth.
- B. List six inventors and their inventions and tell how each invention changed the life of the average American.
- C. Tell how Andrew Carnegie and John D. Rockefeller influenced the development of big business.
- D. Explain how the Pendleton Act reformed the civil service system.
- E. Describe the life of the miner and the cowboy in the "Last West".
- F. Identify the parts played by the open range, the long drive, and the railroads in the creation of the cattle

- kingdoms and explain why the era of the cowboy ended.
- G. Show how the Homestead Act and the western railroad ads promoted settlement of the Great Plains and appreciate the difficulties faced by the farmers in turning the prairie into farmland.
 - H. List five problems faced by cities in the late 1800's and describe the efforts made to solve them.
 - I. Give reasons for the increase in immigration in the late 1800's and distinguish between the "old" and "new" immigrants.
 - J. Explain the role of bosses and political machines in city government.
 - K. Describe the effects of city life on the family, organized religion, education, newspapers, and professional sports.
 - L. State the reasons for worker dissatisfaction in the late 1800's.
 - M. Trace the early growth of the labor unions and name some kinds of laws passed to aid workers.
 - N. Identify some problems facing farmers after the Civil War and describe the ways farmers tried to meet these problems through the Granger laws and the formation of the Populist party.
 - O. List the accomplishments of Theodore Roosevelt's Square Deal and compare his style of leadership with those of Taft and Wilson.
 - P. Show why Wilson was considered a Progressive by describing his reform programs.

UNIT 9 THE GREAT DEPRESSION AND WAR

The students will be able to:

- A. Assess the effects of the automobile, radio, airplane and movies on American life in the 1920's.
- B. Explain the purpose of the 18th and 21st amendments and describe the problems cause by Prohibition.
- C. State the causes of the Great Depression and tell how it changed American life.
- D. Tell how the Hoover Administration tried to deal with the Depression.
- E. List the major goals and programs of the New Deal and evaluate its success in solving the nation's economic problems.
- F. Describe Franklin Roosevelt's attack on the Supreme Court.
- G. State the causes of the Spanish-American War and assess the role of the yellow press as a cause of the conflict.
- H. Explain how the United States acquired Puerto Rico, the Philippines, Hawaii and Alaska.
- I. Identify the Open Door Policy for China and explain our interest it.
- J. Tell how the United States interfered in other Latin American countries in the early 1900's.
- K. Give reasons for the outbreak of World War I and explain why the United States decided to enter.
- L. Summarize and explain the importance of Wilson's fourteen points.
- M. Indicate why the United States Senate rejected the Treaty of Versailles.

- N. Describe the rise of Mussolini and Hitler and explain why Great Britain and France declared war on Germany.
- O. Give reasons for America's entry into the war.
- P. Analyze the treatment given Japanese Americans during World War II.
- Q. Trace the course of the war on the European and Pacific fronts.
- R. Evaluate Truman's decision to use the atomic bomb against Japan.
- S. Explain how the United Nations originated and describe its accomplishments.
- T. Identify the Truman Doctrine, Marshall Plan, and NATO and show how the United States used each of them to fight the cold war.

UNIT 10 POST WAR PERIOD

The students will be able to:

- A. Describe at least three issues or problems that the Eisenhower administration had to deal with.
- B. Define "McCarthyism" and recognize its danger.
- C. Identify two landmarks in 1954-1956 in the black struggle for civil rights.
- D. Show how the prosperity of the 1950's affected American lifestyle.
- E. Tell how President Kennedy responded to Communist threats in Cuba and Germany and to world-wide poverty.
- F. Describe the origins and provisions of the Civil Rights Act of 1964.
- G. Show how President Johnson waged war on poverty by citing specific programs.
- H. Trace the origins, progress and outcomes of the Vietnam War.
- I. Describe the contribution of Martin Luther King Jr. to the Civil Rights Movement.
- J. Identify five chief contenders for the presidency in 1968, describe the major events of the campaign, and tell the outcome of the election.
- K. Explain Nixon's views and actions on three domestic issues and two foreign policy problems.
- L. Describe the events leading to Nixon's resignation as President and explain the constitutional crisis involved in the Watergate affair.
- M. Explain three problems that faced the Ford administration and describe efforts to solve them.
- N. Point out two successes and two trouble spots in foreign relations under President Carter.
- O. Describe the cause, effects and eventual solution of the Iranian hostage crisis.
- P. Describe the Reagan administration in terms of ideology, programs and foreign policy.
- Q. Cite gains by and continuing problems faced by blacks, Indians, Hispanics, religious minorities, women and handicapped Americans.

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UNIT 11 MAP SKILLS

The students will be able to:

- A. Locate each of the continents on a globe or map.
- B. Use longitude and latitude markings to locate places on a globe.
- C. Locate the oceans and seas on a globe or map.
- D. Read and understand the legends on a physical or political map.
- E. Show the expansion of the United States on a map.
- F. Locate specific countries on a globe or map and cities within those countries.
- G. Calculate distances on a map using the legend.
- H.

EIGHTH GRADE CURRICULUM

LIFE SCIENCE

- I. Heredity and change
 - A. Heredity
 - B. Traits
 - C. Chromosomes, genes, and heredity
- II. Human body systems
 - A. Support, movement, body covering
 - B. Nutrition, digestion
 - C. Transport, respiration, excretion
 - D. Control systems
 - E. Reproductive system

MEASURING

- I. Metric
- II. Tools of measurement

EARTH AND SPACE SCIENCE

- I. Astronomy
 - A. Earth in space
 - B. Earth and the sun
 - C. Solar system
 - D. Universe
- II. Geology
 - A. Earth's structure
 - B. Earth's minerals
 - C. Rocks

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- D. Resources
- III. Changing Earth
 - A. Weathering
 - B. Erosion
 - C. Plate tectonics
 - D. Volcanoes and earthquakes
 - E. Earth's history

PHYSICAL SCIENCE

- I. Understanding basic ideas - data
- II. Forces and energy
 - A. Measuring force
 - B. Work and Machines
 - C. Motion
- III. Energy at Work
 - A. Heat
 - B. Electricity
 - C. Magnetism
 - D. Waves and sounds
 - E. Light - Uses of light
- IV. Sources of energy
 - A. Nuclear
 - B. Energy resource

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