Ke`elikolani Middle School
Grade 8 Curriculum
SY 2023-24

REQUIRED COURSES

- Advisory 8 – The Advisory Program at PRKMS is designed to focus on the social, emotional, physical, psychological and ethical development of students. This first period of every school day provides an opportunity for students to have a supportive and stable peer group with the consistency and caring of an adult at the school. A variety of activities are used during these periods including team building (social), CHECK/Bulldog Way (emotional/ethical), intramurals, wellness and student government (social/physical). It is also during this time that the day's attendance is recorded and important information and announcements are disseminated.
- English Language Arts 8 – This course provides students a standards-based program through the Amplify ELA. In this course, students learn to tackle complex texts, make observations, grapple with interesting ideas, and find reading relevance for themselves. Reading, writing, speaking, and listening with both informational and literary texts are integrated each quarter in activities, essays, and projects. Some units include advanced story writing, exploring the concepts of liberty and equality, science and science fiction in literature, memory and meaning in Holocaust texts, and love and hatred in Shakespeare's *Romeo and Juliet*. The study of literature engages students in selections that span time and cultures and present universal themes that relate to their lives and the lives of others.
- Mathematics 8
    - Pre-Algebra 8 – This course is required of all students in grade 8 (except for those 8th graders identified to enroll in Algebra I). Emphasis is on developing proficiency with concepts and skills in The Number System; Expressions and Equations; Functions; Geometry; Statistics and Probability. Learning in these areas will support the development of student proficiency of the Common Core State Standards for Mathematics. PRKMS follows the state guidelines and uses the Ready Classroom Mathematics Program with Pre-Algebra 8 using Ready Classroom Mathematics Grade 8 Volumes 1 and 2.
    - Algebra – This course is for those 8th graders who have been identified to enroll in Algebra I. Content of this course focuses on modeling with functions, linear functions, quadratic functions, solving equations and inequalities in two variables (including systems of equations), and analyzing bivariate data to identify and explain apparent relationships. Learning opportunities will support students to understand and describe symbolic, graphical, numeric (tabular) and verbal representations of important mathematical ideas. Conceptual understanding, fluency with procedures and skills, and application of knowledge will be emphasized throughout the course. In addition, students enrolled in Algebra I will be studying the Common Core State Standards for Mathematics Grade 8. PRKMS uses Ready Classroom, Grade 8 curriculum and references the Kendall Hunt Illustrative Mathematics curriculum.
- Social Studies 8 – Students learn about the early history of the United States and our democratic government. The history of the US Constitution and the Bill of Rights on American citizens, and current events are explored. In-depth understanding of the philosophical and historical foundations of our American government and the rights and responsibilities of citizens are the expected outcomes.
- Science 8 – Science is a yearlong course using the IQWST (Investigating and Questioning Our World through Science and Technology) text. The use of laboratory activities to develop skills in laboratory procedures and inquiry. IQWST aligns with the Next Generation Science Standards (NGSS), and has a literacy focus including reading, student discussion, and science literacy.
- CTE 8 – Career and Technical Education: This course is an introductory study of college and careers as well as industry and technology. Learning experiences involve college and career exploration and activities in one or more of the following systems of technology: communication, construction, manufacturing, transportation, and biotechnology and provide opportunities for creativity, problem solving, and cooperative/collaborative learning.

ELECTIVE COURSES

- **Intro to Band** – The "Comprehensive Band Method" is used to teach this introductory course. This course assumes that the student has had little or no experience in playing an instrument or in reading music. The willingness to practice in order to become a good musician and being conscientious about bringing instruments and music to class daily are musts. Rhythmic foundation and development, technique building exercises, introduction to music theory, scale studies, and instrument care and maintenance are topics covered during the year.
- **Intro to Orchestra** – The "Comprehensive String Method" is used to teach students to play a string instrument such as the violin, viola, cello or string bass. This course assumes that the student has had little or no experience in playing an instrument or in reading music. The willingness to practice in order to become a good musician is a must, as well as being conscientious about bringing instruments and music to class daily. Rhythmic foundation and development, technique building exercises, introduction to music theory, scales studies, and instrument care and maintenance are topics covered during the year.
- **PE/Health** – Physical Education: This standards-based course will focus on further developing fundamental and sport-specific skills in order for students to competently participate in a variety of adapted and modified physical fitness experiences, including invasion, field, net, target, and aquatic games and activities. Along with the acquisition of more sport-specific skills, offensive and defensive strategies, as well as a more evolved sense of team goals and objectives will be emphasized. The student's understanding of critical skills allows for personal and peer-to-peer assessment. As a result, students may begin to design their own personal practice drills and exercises to improve perceived or identified weaknesses. Health: Students will analyze choices individuals can make that promote and protect their health. Students in this elective course will analyze their individual lifestyles and needs. Units of study may include nutrition and weight control, contemporary issues, health risk appraisal, risk reduction strategies, holistic health, wellness, grooming and hygiene, stress management, aerobics and sports (including rope jumping), C.P.R., first aid, water safety, bicycle safety, driving safety, volunteering in health agencies, health careers, and career life planning.

RESTRICTED ELECTIVES

TEACHER APPROVAL/RECOMMENDATION IS REQUIRED TO ENROLL

- **Beginning/Intermediate Band or Beginning/Intermediate Orchestra** – Beginning/Intermediate Band and Beginning/Intermediate Orchestra are courses for experienced and serious Band and Orchestra students who are already proficient at reading music and playing their instruments. Emphasis on developing sensitive, confident musicians as more advanced instrumental techniques are taught, and more intricate music is practiced and performed for an audience. Will require rehearsals after school as needed to prepare for performances. **Prerequisites: Intro/Beginning Band or Orchestra and signed teacher approval.**

- **ESOL 8** – This course incorporates both WIDA English Language Development (ELD) Standards and Hawaii Common Core Standards for English Language Arts. The instructional focus is on English communication in the four domains of reading, writing, listening and speaking. Teachers will develop students' English language discourse (linguistic complexity), understanding of language forms and conventions, and improve students' academic vocabulary. While developing students' home languages is not the main focus, there may be some use of students' home or first languages for instructional support. The instructional practices and curriculum are specifically designed to teach ESL. English language concepts may be introduced thematically or by topical unit, but are not necessarily content-based (e.g., grade-level science content topics). Instruction is tailored to students' backgrounds and language development needs (proficiency levels and domain needs). This course will replace a student's elective choice in Grade 8.

- **Newcomers** – A Newcomer Program is designed for newly-arrived immigrant students with little or no English, (English Language Proficiency Overall Level 1-2), students who have limited or interrupted formal schooling experiences, and/or literacy and content achievement gaps. It is structured as a self-contained program. This program offers language, cultural, social, and academic supports such as basic literacy, mathematical literacy skills, and academic content preparation, in an emotionally safe learning environment. This program addresses English development through the Common Core Standards for English Language Arts and the WIDA English Language Development Standards. This course will replace a student's elective choice in Grade 8.

- **Reading Workshop** – In this course, students will read and respond to all types of texts for different purposes-to expand knowledge, satisfy interest and curiosity, and gain insight into life. Readings include traditional, contemporary, and young adult texts across genres and are coupled with opportunities to respond interpretively, personally, and critically. Reading experiences help students develop skills and strategies of effective readers that include setting purpose, finding an organizing concept, relating new information to personal experience, making predictions, generating self-student questions, focusing on main ideas and concepts, and self-correcting when comprehension breaks down.

- **Math Workshop** – This course is designed for students who need to strengthen their understanding of mathematical concepts in each of the mathematics strands: Number and Operations; Measurement; Geometry and Spatial Sense; Patterns, Functions, and Algebra; and Data Analysis, Statistics, and Probability. concepts should be systematically developed using concrete materials, multiple representations, and symbols.