

OASIS Grade 8
Check Lists of Target Based Learning Activities
 English Language Arts, Math, Fine Arts, Fitness/Health
 (Social Studies and Science are in separate documents on the OASIS web site.)

Learning Targets are grouped in topics, not in order of mastery.

English Language Arts
Grade 8

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key: ■ These items are Learning Standards → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p>Literature Reading (Fiction) Key Ideas and Details ■ Gather key ideas and details from a variety of grade level texts → Cite several pieces of evidence from a text that most strongly support analysis of specific content and inferences → Determine the theme or main idea of a text; analyze its development including its relationship to the characters, setting and plot; provide an objective summary → Analyze how line of dialogue in a story or drama drive the action, reveal a character's nature, or influence a decision</p> <p>Craft and Structure ■ Analyze the structure of texts including word meaning and author's purpose → Determine meaning of words and phrases in a text, including figurative and nuanced meaning; analyze impact of specific word choices on meaning and tone → Compare and contrast the structure of two or more texts and how difference structure influences text meaning and style → Analyze how differing points of view of characters create effects such as suspense or humor</p> <p>Integration of Knowledge and Ideas ■ Compare and contrast content from various sources on the same topic → Analyze how a film or play production stays faithful to or changes a text or script; evaluate the choices made by directors or actors → Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories; describe how the material is made new</p> <p>■ Range of Reading and Level of Text Complexity → Read and comprehend grade-level literary text independently → By the end of the year, demonstrate the ability to read and comprehend literature (stories, dramas, poetry) in the sixth to eighth grade band proficiently</p>
	<p>Informational Reading (Non-Fiction) Key Ideas and Details ■ Gather key ideas and details from a variety of grade level texts → Cite textual evidence to support analysis that most strongly supports analysis of explicit content and inferences → Determine a main ideas in a text and analyze its development through the text; give an objective summary of the text → Analyze how a text makes connections or distinctions between between individuals, events and ideas</p> <p>Craft and Structure ■ Analyze the structure of texts including word meaning and author's purpose → Determine meaning of words and phrases in a text, including figurative and nuanced meaning; analyze the impact of word choices on meaning and tone → Analyze a specific paragraph in a text, including how specific sentences help develop and refine a key concept → Determine author's point of view or purpose in a text, and analyze how the author responds to conflicting evidence or viewpoints</p>

	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ■ Compare and contrast content from various sources on the same topic → Evaluate the advantages and disadvantages of using different mediums to present an idea or topic (e.g. print or digital, video, multimedia) → Find and evaluate specific claims in a text; assess if reasoning is sound and evidence is relevant → Analyze a case in which two or more texts provide conflicting information on the same topic, and identify areas of disagreement <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ■ Read and comprehend grade-level informational text independently → By the end of the year, demonstrate the ability to read and comprehend information texts at the high end of the sixth to eighth grade levels
	<p>Writing</p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> ■ Compose and write clearly and effectively at grade-level in a variety of forms, for a variety of purposes → Compose and write arguments to support claims and acknowledge other perspectives, with clear reasons, relevant evidence; introduce the claims; organize reasons and evidence, support with clear reasons, evidence, and credible sources; clarify connection between claim and reasons; compose in a formal style; provide a well-connected conclusion → Compose and write to inform/explain; introduce a topic previewing what is to follow; organize ideas into broader categories; include formatting (e.g. headings), graphics and multimedia; use facts, definitions, details, quotations; use effective and varied transitions; use precise vocabulary from social studies or science studies; compose in a formal style; provide a well-connected conclusion → Compose and write narratives to develop real or imaginary experiences or events; engage the reader by introducing context and point of view; use descriptive language and well structured event sequence; use narrative techniques (e.g. dialogue, pacing, interesting descriptions); use transition words and phrases to convey sequence; use precise words, descriptive details, sensory language to describe action; provide a logical, well-connected conclusion <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> ■ Plan, revise, edit, rewrite, produce final copy and publish or present written compositions → Produce clear and coherent writing that is appropriate to task, purpose and audience → Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on intended audience and purpose → Use technology, including the internet, to produce and publish writing; to collaborate with others; link to and cite sources <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> ■ Research to gather information and build knowledge, and assess sources for credibility → Do short research projects to answer a question; use multiple sources; refocus the inquiry as needed; generate related questions for further research with multiple directions for exploration → Gather relevant information from print and digital sources; use search terms effectively; assess source credibility; quote or paraphrase data and conclusions of others and avoid plagiarism; provide a bibliography of sources → Apply eighth grade Literature Reading Standards to compositions (e.g. Compare and contrast text in different forms or genres) → Apply eighth grade Informational Reading Standards to compositions (e.g. Find and evaluate specific claims in a text; note which are supported by reasons and evidence and those that are not) <p>Range of Writing</p> <ul style="list-style-type: none"> ■ Write routinely over extended and shorter time frames, for a variety of purposes → Write to research, compose, reflect, revise → Write for a variety of assigned tasks, purposes and audiences

	<p>Speaking and Listening Comprehension and Collaboration</p> <ul style="list-style-type: none"> ■ Prepare for and participate in a range of conversations; build on others' ideas and express own clearly and accurately → Engage effectively in collaborative discussions about sixth grade topics and texts; prepare for discussions, explore topics and ideas; follow agreed upon rules for discussion, set goals and deadlines, and define roles as needed; ask and answer questions that encourage elaboration, and make comments that contribute to the discussion; acknowledge new information from others and justify their viewpoint with provided evidence → Analyze information from diverse media and formats; explain how ideas clarify the topic or issue being discussed → Describe a speaker's claims; evaluate soundness of reasoning and relevance of evidence; identify irrelevant evidence <p>Presentation of knowledge and Ideas</p> <ul style="list-style-type: none"> ■ Present information and supporting evidence so that listeners understand the speakers' reasoning; use digital media and visuals as appropriate to enhance understanding → Present claims and findings in logical sequence, emphasize main points with relevant descriptions and examples; speak clearly and loud enough, make eye contact with audience → Include multimedia components (e.g. music, images, graphics) in presentations to emphasize important points → Adapt speech to tasks; use formal or informal English when appropriate
	<p>Language Conventions of Standard English</p> <ul style="list-style-type: none"> ■ Demonstrate grade-level appropriate use of standard English grammar and usage, including those learned in previous years → Form and use verbs in active and passive voice → Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood; recognize and correct inappropriate changes in verb voice or mood → Use punctuation to indicate a pause or break → Use an ellipsis to indicate an omission → Spell correctly <p>Knowledge of Language</p> <ul style="list-style-type: none"> ■ Use knowledge of language as appropriate for different contexts, including skills learned in previous years → Use verbs in active and passive voice and conditional and subjunctive mood for effect <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> ■ Develop strategies for learning the meaning of new vocabulary words and figurative language → With eighth grade reading and content, use resources and a variety of strategies to learn the meaning and pronunciation of new words (e.g. sentence context, prefixes and suffixes, root words, glossaries, dictionaries, thesauruses); verify that word meaning makes sense in context → Demonstrate understanding of figurative language and nuances in word meanings (e.g. similes, metaphors, idioms, adages, proverbs, antonyms, synonyms, personification, literary and mythological allusions, very irony, puns) → Determine precise meaning of similar words (e.g. stingy, economical, thrifty) → Accurately use grade appropriate general academic, and domain specific words and phrases; verify meaning when necessary to comprehension

Mathematics
Grade 8

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	<p>The Number System ■ Know that there are numbers that are not rational, and approximate them with rational numbers (e.g. pi can be approximated as 3.14) → Explain the difference between rational and irrational numbers → Work with decimal expansions, convert a decimal expansion which repeats eventually into a rational number → Use rational approximations of irrational numbers to compare their size, locate the irrational number approximately on a number line, and estimate the value of expressions</p>
	<p>Expressions and Equations ■ Work with radicals and integer exponents → Use positive and negative exponents to generate equivalent numerical expressions when multiplying, dividing or raising a power to a power → Recognize perfect squares and cubes, and that non-perfect squares and cubes are irrational → Explain that squaring a number and taking the square root of a number are inverse operations → Use scientific notation to express very large or very small numbers (e.g. 3.5×10^6) → Perform operations with numbers expressed in scientific notation ■ Understand the connection between proportional relationships, lines and linear equations → Graph proportional relationships, compare graphs, tables and equations of proportional relationships → Using a graph, construct triangles between two points on a line and compare the sides to explain that the slope is the same between any two points on a line ■ Analyze and solve linear equations and pairs of simultaneous linear equations → Solve one variable equations including those with variables being on both sides of the equal sign, including the use of rational numbers, distributive property, and combining like terms → Solve pairs of simultaneous linear equations; graph a system of two linear equations; explain that points of intersection of the graphed equations satisfy both equations simultaneously → Make sense of solutions by making connections between algebraic and graphical solutions → Solve real world and mathematical problems leading to two linear equations in two variables</p>
	<p>Functions ■ Define, evaluate and compare functions → Explain that a function is a rule that assigns one output to each input (e.g. height of tree related to age of tree) → Compare two functions from different representations; algebraic equations, graphs, tables, verbal descriptions) → Classify equations as linear or non-linear ■ Use functions to model relationships between quantities → Write an equation that models the linear relationship from tables, graphs, verbal description → Analyze and verbally describe a situation from a graph; construct a graph from a verbal situation</p>

	<p>Geometry</p> <ul style="list-style-type: none"> ■ Understand congruence and similarity using physical models, transparencies, or geometry software → Use compasses, protractors and rulers to explore figures created from translations, reflections and rotations → Identify, explore and explain characteristics of congruent figures → Describe how dilations, translations, rotations, and reflections effect two-dimensional figures → Construct and explore various triangles to find: interior and exterior angle measures, angle sums, exterior angles; construct parallel lines and explore angles created when they are cut by a transversal, and the angle-angle criterion for similarity of triangles <ul style="list-style-type: none"> ■ Understand and apply the Pythagorean Theorem ($a^2 + b^2 = c^2$) → Use models to explain the Pythagorean Theorem → Apply Pythagorean Theorem to determine unknown side lengths in right triangles in real world and mathematical problems in two and three dimensions → Apply Pythagorean Theorem to find distances between two points in a coordinate system <ul style="list-style-type: none"> ■ Solve real world and mathematical problems involving volume of cylinders, cones and spheres → Explain and use the formulas for volume of cones, cylinders, and spheres
	<p>Statistics and Probability (8.SP)</p> <ul style="list-style-type: none"> ■ Investigate patterns of association in bivariate data → Construct and interpret scatter plots for bivariate measurement data; describe patterns such as clustering, outliers, positive or negative association; determine if the information is linear or non-linear → Recognize that a straight line can model relationships between two variables → Construct a linear equation that results from a set of bivariate measurement data → Construct a two-way table as a way to organize data between two categorical variables collected from the same subjects

**Fine Arts
Grade 8**

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	<p>Knowledge and Skills: → Learn use and analyze art concepts, vocabulary, skills, and techniques in dance, music, theater and visual arts; → Examine, create and experience a variety of genres of various artists, cultures and times → Analyze and practice appropriate performer and audience behaviors in a variety of arts settings and performances</p>
	<p>Creating, Performing/Presenting and Responding: → Use the creative process (e.g. identify audience and purpose, explore and interpret information from diverse sources, use elements and skills of the arts) in a creative work; self-evaluate and improve as needed; rehearse and refine through evaluation; present work in a performance or exhibition; r → Reflect upon work and/or performance and set goals for improvement → Respond to an arts exhibit or performance; describe what was seen, felt and/or heard; analyze the use of elements and skills; interpret meaning; evaluate using evidence and aesthetic criteria</p>
	<p>Communicate Through the Arts: → Present ideas and express feelings through a variety of artistic genres and styles in dance, music, theater and visual arts → Create and/or perform an artwork to communicate for a given purpose in dance, music, theatre, and visual arts → Demonstrate and explain how personal aesthetic criteria are reflected in artworks and/or performances</p>
	<p>Connecting the Arts to Content, Life, Cultures, Work: → Apply and analyze personal art works and/or performances → Apply and analyze skills, concepts, and vocabulary common among and between the arts and other content areas → Share, apply and analyze how the arts impact personal and community choices → Compare and share how artistic presentations and performances reflect cultures and traditions → Identify how arts knowledge, skills and work habits are needed and used in the world of work</p>

**Health and Fitness
Grade 8**

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key: ■ These items are Learning Standards → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p>Physical Fitness: → Continue to improve physical skills (e.g. volleyball serve over the net, social dance, cultural dance, movement combinations as in soccer; practice specific sport skills and patterns as in triple jump) → Demonstrate safe and proper handling of equipment → Demonstrate sportsmanship and cooperation → Identify role of positions and defensive, offensive and cooperative strategies in sports → Self-assess to measure personal fitness; set a fitness goal, perform the task, and adjust goal → Work for target heart rate of 60 to 85 percent in cardio-respiratory activities; use work out phases (e.g. warm up, stretch, activity, cool down) → Describe how physical activity contributes to a healthy lifestyle → Describe dietary guidelines when making food choices (e.g. classify food by food group and nutritional value); discover how healthy eating provides energy, maintains healthy weight, and lowers risk of disease; understand hydration needs; develop individual caloric needs assessment based on activity, age, health requirements; analyze how healthy eating can reduce risk of heart disease, cancer, osteoporosis</p>
	<p>Health and Safety: → Use stress-management techniques → Describe how body systems work together → Understand how to maintain sexual health throughout life → Evaluate health risks that influence hereditary factors (e.g. exercises regularly to decrease chance of high blood pressure) → Describe transmission, prevention and treatment of a variety of communicable diseases (e.g. direct contact with infected person, avoid contact, treat with antibiotics); describe risks associated with HIV, and prevention and treatment; demonstrate awareness of community resources available for disease prevention and treatment → Describe types of abuse, recognize risky situations, identify sources to help in home, school and community; describe impacts of harassment, bullying, intimidation of all sorts → Define alternative response to keep self safe (e.g. instead of riding with intoxicated driver, call for a safe ride home) → Discuss issues and risks related to drug use and abuse, and note community resource agencies</p>
	<p>Health and Fitness in Daily Life: → Compare different cultures in the community and how culture impact family health → Analyze environmental factors that impact health (e.g. necessity of sun block) → Describe risk of inappropriate use of health and fitness products → Select or develop a positive media campaign to promote healthy decisions → Demonstrate value of individual differences → Practice positive communication skills in situations with family, peers, adults</p>
	<p>Plan for Health and Fitness: → Set personal goals for healthy changes; create personal health and fitness plan</p>