

Schoolwide Learning Expectations

As members of the
St. Bruno Catholic School Community,
We will...

Be responsible

Respect ourselves and others

Understand and appreciate diversity

Nurture our creative spirit

Open our heart to others

Think as problem solvers

Imitate Christ and follow His Church

Grow as independent learners

Exhibit excellence in all that we do

Realize the importance of
community

Strive to be life-long learners

Go Bruno Tigers!



St. Bruno Catholic School



Eighth Grade Curriculum Standards

*Working in partnership with
families for the total development
of our children so that they may
grow in wisdom, age, and grace, in
the sight of God and the
community*

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Mrs. Peggy L Vice,
Principal

Religion

 Explains the relationship between Old Testament and New Testament; Tells stories from scripture that describe the person and ministry of Jesus; Connects scripture stories to life issues; Uses the Bible as a source for daily prayer.

 Names the sacraments of the Church and associates them with life experiences; Identifies and experiences Catholic rituals

 Experiences a relationship with God in individual prayer including meditation and spontaneous prayer; Recognizes and experiences belonging to a community which prays with and for each other

 Participates regularly in Eucharist; Recognizes and understands the real presence of Christ in the Eucharist

 Participates in the sacrament of reconciliation.

 Articulates the cycles of the Liturgical Year including special feasts

 Names the ten commandments, the beatitudes, and the corporal and spiritual works of mercy as guidelines for living a happy life and applies them to daily life; Identifies and begins to develop the virtues that lead to Christian living; Articulates a consistent life ethic from a Catholic perspective

 Associates social economic and political choices with Christian morality. Recognizes that some sins are collective and social – the wrongful acts of a group. Begins to integrate the skills of justice and peacemaking into actions. Can articulate an awareness in the disparity of resources and can connect that to the need to reach out to poor and disenfranchised

 Recognizes that the values of our Catholic faith are counter cultural to the message of some contemporary music and media.

 Is conscious of racial, ethnic and class differences and makes definite efforts to be inclusive in relationships. Reaches out to those who may be isolated from the "in" group.

 Begins to understand the impact of our world on the development of the Church

 Participates in Christian service activities.

 Recognizes major periods in the Bible and in the history of the Church

 Describes the marks of the Church – one, holy, Catholic, apostolic

 Identifies the significant components in the hierarchical nature of the Church

 Defines Lay Leadership and articulates the role of laity in building the Kingdom of God

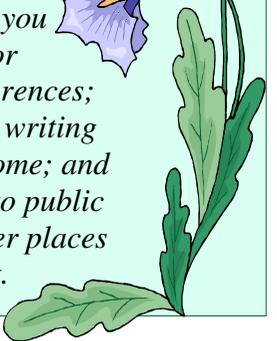
 Describes the contribution of saints and holy people to our faith tradition; Recognizes different images and titles for Mary; Recognizes holy people of other traditions

Dear Parents:

You are the primary educator of your children. At St. Bruno Catholic School we pledge to work in partnership with you for the total development of your child.

Well communicated standards provide you with the information you need to have a better understanding of what your child is to learn in a specific grade level and in a specific subject.

Your knowledge of the Standards will help you frame questions for parent teacher conferences; select reading and writing materials for the home; and shape your visits to public libraries and other places of interest.



English—Language Arts

READING

Word analysis, fluency, and systematic vocabulary development

- Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words

Reading comprehension

- Students read and understand grade-level appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose

Literary response and analysis

- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

WRITING

- Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed
- Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre.
- Students write and speak with a command of Standard English conventions appropriate to this grade level.

LISTENING AND SPEAKING

- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication
- Students deliver well-organized formal presentations employing traditional rhetorical strategies

(e.g., narration, exposition, persuasion, description)



History—Social Studies

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions

- ❖ Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy
- ❖ Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government
- ❖ Students understand the foundation of the American political system and the ways in which citizens participate in it
- ❖ Students analyze the aspirations and ideals of the people of the new nation
- ❖ Students analyze U.S. foreign policy in the early Republic
- ❖ Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast
- ❖ Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced
- ❖ Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced
- ❖ Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence
- ❖ Students analyze the multiple causes, key events, and complex consequences of the Civil War
- ❖ Students analyze the character and lasting consequences of Reconstruction
- ❖ Students analyze the transformation of the American economy and the changing social and

political conditions in the United States in response to the Industrial Revolution

Physical Science

Motion

- 🌐 The velocity of an object is the rate of change of its position.

Forces

- 🌐 Unbalanced forces cause changes in velocity.

Structure of Matter

- 🌐 Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements.

Earth in the Solar System

- 🌐 The structure and composition of the universe can be learned from studying stars and galaxies and their evolution.

Reactions

- 🌐 Chemical reactions are processes in which atoms are rearranged into different combinations of molecules.

Chemistry of Living Systems

- 🌐 Principles of chemistry underlie the functioning of biological systems

Periodic Table

- 🌐 The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms.

Density and Buoyancy

- 🌐 All objects experience a buoyant force when immersed in a fluid.

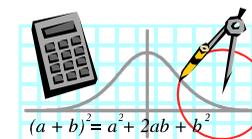
Investigation and Experimentation

- 🌐 Scientific progress is made by asking meaningful questions and conducting careful investigations.

Algebra I

Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

- ✓ Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers,
- ✓ Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents



- ✓ Students solve equations and inequalities involving absolute values
- ✓ Students simplify expressions before solving linear equations and inequalities in one variable,
- ✓ Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step
- ✓ Students graph a linear equation and compute the x - and y -intercepts. They are also able to sketch the region defined by linear inequality
- ✓ Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula
- ✓ Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related.
- ✓ Students solve a system of two linear equations or inequalities in two variables algebraically and are able to interpret the answer graphically
- ✓ Students add, subtract, multiply, and divide monomials and polynomials
- ✓ Students apply basic factoring techniques to second- and simple third-degree polynomials
- ✓ Students simplify fractions with polynomials in the numerator and denominator
- ✓ Students add, subtract, multiply, and divide rational expressions and functions
- ✓ Students solve quadratic equations
- ✓ Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems
- ✓ Students understand the concepts of a relation and a function
- ✓ Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression
- ✓ Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function
- ✓ Students know and use the quadratic formula
- ✓ Students graph quadratic functions
- ✓ Students apply quadratic equations to physical problems
- ✓ Students use and know simple aspects of a logical argument
- ✓ Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements