Partners in LEARNING

8

GUILFORD COUNTY SCHOOLS 2007 - 2008

Dear Parent/Guardian:

We welcome your child to a successful eighth grade year. This brochure provides an overview of what will be taught this year in each subject area. There are also sample learning activities and developmental characteristics for this age group, as well as suggested reading. We hope you will find this information helpful as you work with your child at home to reinforce the concepts taught at this grade level.

All eighth graders must demonstrate grade level proficiency by scoring at Level III or above on state end-of-grade tests in reading and math in order to be promoted. They must also score at or above proficiency level on the seventh grade writing assessment. You will be informed about the statewide accountability standards by your school and may also access this information on Guilford County Schools/web site at www.gcsnc.com.

Parents play a key role in their child's school success as we focus on improving achievement for all students. We urge you to monitor progress through interim reports, teacher conferences and daily conversations with your child about schoolwork. Also, carefully review report cards and test results and communicate frequently with your child's teachers.

We look forward to being partners in learning with you throughout your child's school career.

Sincerely,

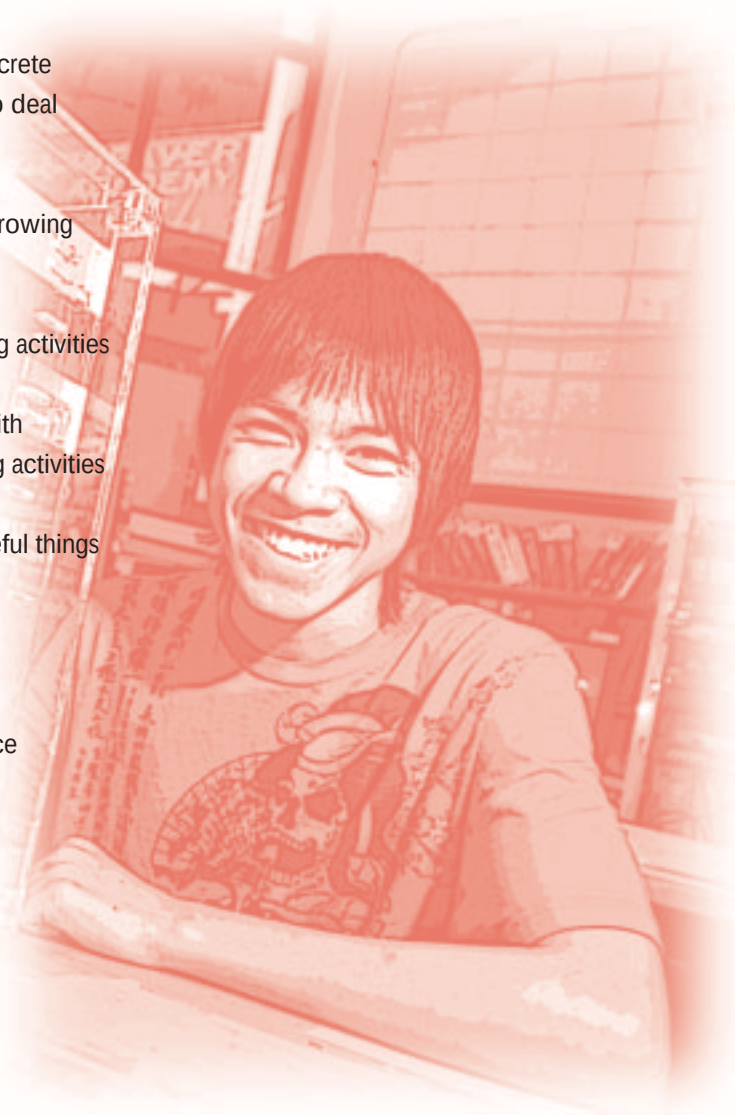
Terry B. Grier, Superintendent

Developmental Characteristics

Children develop in a natural progression of growth, moving through predictable stages of development. Not all children move through these phases at the same pace. Children pass through developmental stages at their own rates.

Students, ages twelve to fourteen, in grades six through eight, are similar in the ways they learn. They learn by doing, experiencing and using their senses. Some general characteristics for fourteen-year-olds are as follows:

- Displays a wide range of skills and abilities
- Ranges from the concrete stage to the ability to deal with the abstract
- Is very curious and growing in mental ability
- Prefers active learning activities
- Prefers interaction with peers during learning activities
- Is willing to learn useful things
- Shows heightened self-centeredness
- Will argue to convince others or to clarify own thinking
- Begins to show independent, critical thinking



Partners in Learning is produced by the Division of Curriculum and Instruction, Guilford County Schools.

Information Skills (Media)

- Participates in reading aloud, storytelling, book talking and self-selected reading experiences
- Identifies the characteristics, strengths and weaknesses of different media formats, including print, audio, video, multimedia and web-based sources
- Understands important ethical and societal issues of a technology-based society
- Locates and relates ideas and information to life experiences
- Demonstrates positive behavior in the use of computer technology
- Credits the sources of information in print, nonprint and electronic products
- Uses a variety of computer technologies to access, analyze, interpret, synthesize, apply and communicate information
- Follows acceptable use guidelines in accessing information
- Accesses and uses NC WiseOwl to meet informational research needs
- Distinguishes between primary and secondary sources of information
- Communicates reading, listening and viewing experiences through various formats of expression
- Respects library resources, facilities and personnel

Favorite Authors and Poets of Eighth Graders

Adoff, Arnold
Ashabranner, Brent
Cooper, Susan
Creech, Sharon
Davis, Donald
Florian, Douglas
Hamilton, Virginia
Hughes, Langston
Jacques, Brian
Janeczko, Paul
Macaulay, David
McKissack, Patricia and Floyd
Myers, Walter Dean
National Audubon Society First Field Guides
Paterson, Katherine
Paulsen, Gary
Peck, Richard
Prelutsky, Jack
Pringle, Laurence
Pullman, Philip
Silverstein, Shel
Simon, Seymour
Tolkein, J.R.R
Voight, Cynthia
Yep, Laurence
Yolen, Jane

LANGUAGE ARTS

Reading

- Explores expressive materials that are read, heard and viewed
- Interacts appropriately in group activities and/or seminars
- Reflects on learning experiences
- Analyzes and evaluates informational materials that are read, heard and/or viewed
- Creates a research product in both written and presentation form
- Evaluates a variety of public documents
- Refines the use of the problem-solution process
- Creates arguments that persuade
- Analyzes the purpose of the author or creator
- Develops (with limited assistance) and applies appropriate criteria to evaluate the quality of the communication
- Uses the stance of a critic to construct or review
- Increases fluency, comprehension and insight through a meaningful and comprehensive reading program
- Studies the characteristics of literary genres
- Models an understanding of conventional written and spoken expression

Favorite Books of Eighth Graders

Hitchiker's Guide to the Galaxy, Douglas Adams
Spirit of Endurance, Jennifer Armstrong
Hope Was Here, Joan Bauer
Lightning Inside You and Other Native American Riddles, John Bierhorst, editor
Sacajawea: The Story of Bird Woman and the Lewis and Clark Expedition, Joseph Bruchac
Word and Witness: 100 Years of North Carolina Poetry, Sally Buckner
Where the Lilies Bloom, Vera and Bill Cleaver
Girls: A History of Growing Up Female in America, Penny Colman
Red Badge of Courage, Stephen Crane
The Watson's Go to Birmingham, 1963, Christopher Curtis
Thirteen Miles from Suncrest, Donald Davis
Johnny Tremain, Esther Forbes
Give Me Liberty: The Story of the Declaration of Independence, Russell Freedman
Her Stories: African-American Folktales, Fairy Tales and True Tales, Virginia Hamilton
House of Dies Drier, Virginia Hamilton
Out of the Dust, Karen Hesse
The Outsiders, S. E. Hinton
Mountain Valor, Gloria Houston
Across Five Aprils, Irene Hunt
Freedom Like Sunlight: Praisesongs for Black Americans, J. Patrick Lewis
Letters from a Slave Girl, Mary Lyons
Building Big, David Macaulay
Sitting Bull and His World, Albert Marrin
Blizzard, Jim Murphy
The Graduation of Jake Moon, Barbara Park
Jacob Have I loved, Katherine Paterson
A Year Down Yonder, Richard Peck
Esperanza Rising, Pam Munoz Ryan
Roll of Thunder, Hear My Cry, Mildred Taylor
Words with Wings: A Treasury of African-American Poetry and Art

Writing

- Experiences modeling of good literature
- Practices writing to improve confidence
- Writes class notes, learning logs and journal entries
- Learns to organize thoughts using graphic organizers
- Practices drafting and revising essays, letters and reports
- Evaluates own work and works of others using rubrics
- Exchanges drafts of writing in small groups
- Decides how well a piece of writing achieves its purpose
- Learns to apply knowledge to own writing
- Practices persuasive writing
- Uses logical, organized arguments with supporting details
- Continues to study vocabulary
- Develops and refines punctuation, spelling and sentence formation skills
- Edits and polishes writing
- Relates speaking, listening and viewing to writing
- Writes for multiple purposes and audiences
- Participates in quarterly writing benchmarks

Writing Process

Prewriting is the process that helps writers prepare to write. The student spends time gathering information using graphic organizers, experimenting with ideas and plotting a course. Prewriting is essential to the writing process.

Drafting is the stage of making choices as to what to write. This is the student's first attempt at writing a piece.

Revising is essential in the writing process. It is the correction of usage and mechanics as well as the step which permits a student to improve the writing content.

Editing occurs only after the writer feels satisfied with the content and organization of the writing. This step allows a student to remove errors that would distract the reader.

Publishing provides a chance for students to complete a product, see themselves as "authors," read with appreciation and learn from others.

Guidance

- Analyzes her/his interests, abilities and aptitudes as components of personal uniqueness
- Identifies three careers which relate to her/his interests, abilities and/or aptitudes
- Demonstrates the ability to deal appropriately with emotions
- Demonstrates knowledge of constructive methods of coping with stress
- Demonstrates ways of practicing self-discipline and explains why self-discipline is valuable
- Makes course selections that are appropriate for life goals and interests
- Demonstrates skills for locating, evaluating, and interpreting information about vocational and career opportunities
- Accepts responsibility for making decisions and faces the consequences
- Becomes aware of strengths and weaknesses, both academic and nonacademic
- Demonstrates the ability to state goals for the near future
- Demonstrates an awareness of life styles
- Recognizes the value of affirming the positive qualities of other people
- Demonstrates an awareness of the negative aspects of cliques
- Becomes more aware of social issues
- Becomes realistic about the consequences of her/his actions
- Recognizes that misfortunes occur and that misfortunes require coping skills
- Demonstrates awareness of natural biological changes and how they affect her/his emotional and physical growth
- Distinguishes between fact and opinion

Advanced Learner Program

Advanced Learners are described as students who demonstrate remarkably high levels of accomplishment when compared with others of their age, experience or environment.

In language arts and/or mathematics all Advanced Learners receive appropriate differentiated instruction in the regular classroom. In these subjects, students who are found eligible at the *Strong* level or above participate in rigorous courses. Additionally, differentiated activities in science and/or social studies are provided through appropriate instructional strategies within the regular classroom for all Advanced Learners.

Students found eligible for *Very Strong* services may choose to participate in full-time classes designed to meet their needs at a separate school location.

Mathematics

Number & Operation

- Develop number sense for the real numbers
  - Define and use irrational numbers
  - Compare and order
  - Use estimates of irrational numbers in appropriate situations
- Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil
- Solve problems involving percent of increase and percent of decrease
- Use scientific notation to express large numbers and numbers less than one. Write in standard form numbers given in scientific notation
- Use rules of exponents
- Solve problems involving exponents and scientific notation
- Determine the absolute value of a number
- Identify, explain, and apply the commutative, associative, and distributive properties, inverses, and identities in algebraic expressions

Measurement

- Determine the effect on perimeter, area or volume when one or more dimensions of two-and three-dimensional figures are changed
- Apply and use concepts of indirect measurement
- Calculate distances and areas from scale drawings and maps
- Find the surface area of rectangular solids and cylinders
- Use models to investigate the relationship of the volume of a cone to a cylinder and a pyramid to a prism with the same base and height
- Find the volume of prisms, cylinders, pyramids, and cones, with and without models

Geometry

- Represent problem situations with geometric models
- Apply geometric properties and relationships, including the Pythagorean Theorem to solve problems
- Identify, predict and describe dilations in the coordinate plane
- Locate, give the coordinates of, and graph plane figures which are the results of rotations (multiples of 90 degrees)

Data Analysis & Probability

- Collect, organize, analyze, and display data (including scatter plots) to solve problems
- Approximate a line of best fit for a given scatter plot explain the meaning of the line as it relates to the problem and make predictions
- Identify misuses of statistical and numerical data
- Interpret and construct box plots
- Interpret the mean, explain its sensitivity to extremes, and explain its use in comparison with the median and the mode
- Find the probability of independent and dependent events
- Make predictions based on theoretical probabilities and experimental results

Algebra

- Develop an understanding of function
  - Translate among verbal, tabular, graphic, and algebraic representations of functions
  - Identify relations and functions as linear or nonlinear
  - Find, identify and interpret the slope (rate of change) and intercepts of a linear relation
  - Interpret and compare properties of linear functions from tables, graphs, or equations
- Write an equation of a linear relationship given; two points, the slope and one point on the line, or the slope and y-intercept
- Solve problems using linear equations using the inverse relationships of addition and subtraction, multiplication and division, squares and square roots, and cubes and cube roots
- Use formulas in problem solving situations
- Describe, extend, and analyze a wide variety of geometric and numerical patterns, such as Pascal's triangle or the Fibonacci sequence; use appropriate technology

Related Books

The I Hate Mathematics! Book, Marilyn Burns
Perplexing Puzzles and Tantalizing Teasers, Martin Gardner
Math Mini-mysteries, Sandra Markle
The Sneaky Square and 113 Other Math Activities for Kids, Richard Sharp and Seymour Metzner
Janice Van Cleave's Math for Every Kid: Easy Activities that Make Math Fun, Janice Van Cleave

Science

Scientific Inquiry

- Generates questions and hypotheses that can be answered through scientific investigations
- Develops appropriate experimental procedures for questions
- Applies safety procedures in laboratory and field studies
- Identifies variables in scientific investigations:
  - Identify dependent and independent variables
  - Use of a control
  - Define operationally
- Uses mathematics to gather, organize, and present quantitative data resulting from scientific investigations
- Prepares models and simulations to test hypotheses
- Uses oral and written language to communicate findings and defend conclusions
- Utilizes technology to research, gather and analyze data, visualize data, and disseminate findings
- Analyzes information from a scientifically literate viewpoint by accessing scientific text and press articles

Technological Design

- Describes many concepts of "technology"
- Uses technology to identify scientific needs and locate resources
- Evaluates technological designs for application of scientific principles, risks and benefits, and constraints
- Applies tenets of technological design to make informed consumer decisions

Hydrosphere

- Analyze the unique properties of water including universal solvent, cohesion and adhesion, polarity, density and buoyancy and specific heat
- Explains the makeup of the hydrosphere including water distribution on earth, local river basins, and local water availability
- Evaluates evidence that Earth's oceans are a reservoir of nutrients, minerals, dissolved gases, and life forms
- Describes how terrestrial and aquatic food webs are interconnected
- Analyzes hydrospheric data over time to predict the health of a water system:
  - Temperature
  - Dissolved oxygen
  - pH
  - Turbidity
  - Nitrates
  - Bio- indicators
- Assesses human impact on water quality
- Recognizes that the good health of environments and organisms requires monitoring of the hydrosphere, water quality standards, methods of water treatment, maintaining safe water quality, and stewardship

Chemistry

- Recognizes both naturally occurring and synthetic substances as chemicals
- Models the ways in which elements combine to produce compounds
- Uses the periodic table as a model for classifying elements and identifying their properties
- Describes the suitability of materials for use in technological design
- Identifies substances based on characteristic physical properties such as density, boiling/melting points, solubility, chemical reactivity, and specific heat
- Measures quantities related to chemical/physical changes within a system including temperature, volume, mass, precipitate, and gas production
- Examines evidence supporting the law of conservation of matter
- Assesses how chemicals may contribute to human health conditions
- Describes factors that determine the effects a chemical has on a living organism, including exposure, potency, individual susceptibility and concentration
- Describes risks and benefits of chemicals including medicines, food preservatives, crop yield, and sanitation

Related Book

Silent Spring, Rachel Carson

Evidence and Evolution in Organisms and Landforms

- Interprets ways in which rocks, fossils, and ice cores record Earth's geologic history and the evolution of life including:
  - Geologic Time Scale
  - Index Fossils
  - Law of Superposition
  - Unconformity
  - Evidence for climate change
  - Extinction of species
  - Catastrophic events
- Correlate evolutionary theories and processes:
  - Biological
  - Geological
  - Technological
- Examines how geologic evolution has had significant global impact
- Analyzes satellite imagery as a method to monitor Earth from space
- Uses maps, ground truthing and remote sensing to make predictions regarding:
  - Changes over time
  - Land use
  - Urban sprawl
  - Resource management

Related Books

Keepers of the Earth; Keepers of the Animals; Keepers of Life, Michael Caduto and Joseph Bruchac
Hidden Worlds: Looking through a Scientist's Microscope, Steven Kramer
Volcano, Patricia Lauber

Cell Theory

- Describes cell theory as the basis for life
- Demonstrates how cell function is similar between single celled and multi-cellular organisms
- Analyzes structures, functions, and processes within animal cells for:
  - Capture and release of energy
  - Feedback information
  - Dispose of wastes
  - Reproduction
  - Movement
  - Specialized needs
- Compares life functions of protists
- Recognizes that animal cells carry on complex chemical processes to balance the needs of the organism

Microbiology

- Compares and contrasts microbes
- Describes diseases caused by microscopic biological hazards including :
  - Viruses
  - Bacteria
  - Parasites
  - Contagions
  - Mutagens
- Analyzes data to determine how an infectious disease may spread including carriers, vectors, conditions conducive to disease, and reproductive potential of bacteria
- Evaluates the human attempt to reduce the risk of and treatments for microbial infections
- Investigates aspects of biotechnology, such as uses in NC and ethical issues

Computer/Technology Skills

As a North Carolina requirement for graduation from high school, all students must pass the Computer Skills Test. The test is given to **eighth graders** in two parts: (1) a performance part administered on the computer; and (2) a multiple choice test.

Working alone at the computer, the student will be given a performance test in three sections to demonstrate proficiency in:

Part 1: Desktop Publishing

- Combines Keyboarding and Word Processing/Editing
- Manipulates word processing documents
- Additional tasks: spelling, centering, moving text, i.e., cut and paste, inserting text, typing skills, line spacing, deleting text, manipulating font size and type, i.e., bold, italicize

Part 2: Database Use

- Uses an existing database to answer questions
- Tests knowledge of various database functions e.g., sorting, performing a search
- Additional task: addition of a field and appropriate records to a secondary database

Part 3: Spreadsheet Use

- Uses existing spreadsheet to answer questions
- Additional tasks: modifies a spreadsheet by labeling a new column and adding records; creates a chart (graph)

The multiple choice test contains 70 questions on societal issues, ethics, care and operations, database and spreadsheet use, keyboarding techniques, word processing, desktop publishing, telecommunications and multimedia presentations.

If a student does not pass one or both portions of the test, s/he will have opportunities to receive remediation and retake the failed portion.

Social Studies

- Describes the physical and cultural aspects of North Carolina places
- Analyzes ways North Carolinians have modified, used and adapted to the physical environment
- Traces changes in the movement of people, goods and ideas at different periods throughout North Carolina history
- Assesses the importance of regional diversity on the development of economic, social and political institutions in North Carolina
- Identifies Native-American cultures and evaluates their contributions to North Carolina culture
- Describes the influence of trading contacts on relations between Native Americans and Europeans in North America
- Describes and distinguishes among early European explorations in North America
- Locates important European settlements in North America and delineates reasons for their settlement
- Analyzes the influence of various groups on colonial life in America
- Assesses the role of ethnic, racial and religious minorities in colonial society
- Assesses the degree of economic and political control exercised from London throughout the colonial period
- Elaborates on the major reasons for the American Revolution
- Cites the significance of Revolutionary battles fought in North Carolina and their effect on the outcome of the war in other colonies
- Assesses the severity of problems faced by the new nation and its people after independence was won
- Analyzes strengths and weaknesses of North Carolina government under the Articles of Confederation
- Analyzes the arguments of prominent North Carolinians for and against the ratification of the Constitution of the United States
- Analyzes the strengths and weaknesses of the government framed by the Constitution of the United States, noting the extent to which liberties were granted to various groups
- Evaluates the causes and results of the War of 1812
- Describes the reform movements of the era and judges the extent of North Carolina's participation in them
- Judges the significance of an emerging two-party system in antebellum North Carolina
- Analyzes the effects of the Constitutional Convention of 1835 on the economic, social and political life of North Carolina
- Describes the history and status of minorities and women in the antebellum
- Traces the development of sectionalism in North Carolina and the nation, and analyzes the influence of slavery on this phenomenon
- Describes the efforts of individuals and groups in North Carolina to promote or prevent the dissolution of the Union
- Identifies and assesses the impact of major Civil War campaigns and battles on life in North Carolina

- Describes the national significance of industrialization and rapid population growth
- Analyzes the factors that promoted and sustained racial segregation in North Carolina and the South
- Describes the growth of educational opportunity as it affected all citizens in the state and nation
- Analyzes the role of the state in World War I
- Assesses the extent to which North Carolina participated in the reforms of the Progressive Era
- Judges the effects of religious controversy and social change on North Carolina and the nation
- Links economic conditions in North Carolina to those national and international conditions that brought about the Great Depression
- Assesses the impact of New Deal reforms on economic, social and political life in North Carolina and the nation
- Analyzes the reasons for the involvement of the United States in World War II and describes North Carolina's contributions to the war effort
- Explains the impact of the war on various segments of North Carolina society and on the political life of the state
- Describes the various ways that social change and racial and ethnic diversity affect individuals and groups living in North Carolina
- Evaluates the importance of technological innovations and advances on quality of life in North Carolina and the nation
- Evaluates the major changes and events that have affected the roles of local, state and national governments
- Traces major events in the Civil Rights Movement and determines how this movement has changed the lives of North Carolinians

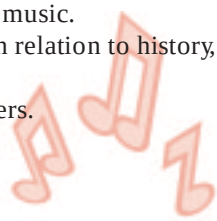
Related Books

Storm Warriors, Elisa Carbone
From Sea to Shining Sea: A Treasury of American Folklore and Folk Songs, Amy L. Cohn, editor
Sequoyah and the Cherokee Alphabet, Robert Cwiklik
April Morning, Howard Fas
Gandhi, Leonard Everitt Fisher
We Were There, Too, Phillip Hoose
Johnny Tremain, Esther Forbes
The Wright Brothers, Russell Freedman
Hand in Hand: An American History through Poetry, Lee Bennett Hopkins, collector.
Let it Shine: Stories of Black Women Freedom Fighters, Andrea Davis Pinkney
How Animals Saved the People: Animal Tales from the South, J. J. Reneaux
Sink or Swim: African American Lifesavers of the Outer Banks, Carole Boston Weatherford

Music

The study of music is cumulative and sequential to include learning from the previous grade level. Learning at this level is experiential and hands-on. Students at this level may choose from either continuing instrumental music (band or orchestra) or choral music. Within these courses the focus areas include:

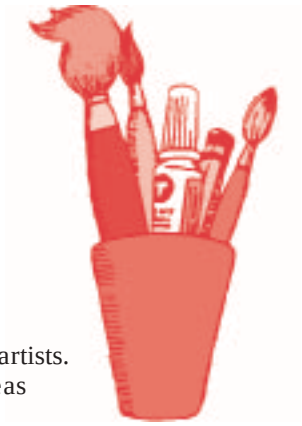
- demonstrating appropriate expressive and technical vocal and instrumental practices.
- demonstrating pitch and rhythmic accuracy.
- reading and notating rhythmic and melodic patterns.
- identifying and applying traditional symbols and terms and using appropriate terminology.
- improvising, composing and arranging music.
- listening to, analyzing and evaluating music.
- developing understanding of music in relation to history, culture and other content areas.
- showing respect for the efforts of others.



Related Books

From Sea to Shining Sea: A Treasury of American Folklore and Folk Songs, Amy L. Cohn, editor
Gonna Sing My Head Off! Kathleen Krull, editor
Lift Every Voice and Sing, James Weldon Johnson
Music, Angela Shelf Medearis and Michael R. Medearis
The Blues Singers: Ten Who Rocked the World, Julius Lester

Art



The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels. The emphasis at this level is on:

- planning and organizing for unique and original solutions.
- seeking inspiration from other artists.
- using increasingly complex ideas and original expressions.
- developing expressive media techniques to reach an original and personal solution.
- using environmental imagery.
- the history, purpose and function of visual arts.
- evaluating the effectiveness of a work of art.
- critiquing artwork.
- interpreting and analyzing.
- assessing the ways art enhances all aspects of life.

Related Books

Amazing Paper Cuttings of Hans Christian Andersen, Beth Wagner Brust
Talking with the Artists, Vols. I, II, III, Pat Cummings, editor
The Nine-Ton Cat: Behind the Scenes at an Art Museum, Peggy Thomson and Barbara Moore
Painting: A Young Artist's Guide, Elizabeth Waters and Annie Harris
North American Indian Arts, Andrew Hunter Whiteford

Foreign Language

Foreign Language at this level continues to expand on the language skills acquired at previous grade levels. Eighth graders may also begin the sequential program that is an introduction to the study of a target language and its culture if they did not begin in the seventh grade. Languages that are offered at most schools include French, Latin and Spanish. The emphasis at these levels is on:

- development of listening, speaking, reading and writing.
- communication through learned words and phrases dealing with familiar topics.
- grammar integration throughout.
- reading/writing activities through oral language.
- integration of other disciplines.
- introduction to culture and its products, perspectives and practices.
- comparison of culture and language to the students' own culture language.
- awareness of the importance of learning another language and cultures.

Career and Technical Education In 7th and 8th Grades

Career and Technical Education in the middle school, though exploratory in nature, provides students with opportunities to use "real world" technology and experience situations that offer them insight and understanding of a variety of challenging, high-paying careers. Three semester-long courses are available to students to assist them in their career/educational decision-making and planning:

Exploring Business and Marketing, using computer integrated activities, provides students opportunities to create interactive multimedia presentations, electronic journals and develop computer skills while exploring careers in marketing, business law, economics and personal finance, accounting, international business, management and entrepreneurship.

Exploring Life Skills offers opportunities to students to explore and apply life management skills to everyday life while performing tasks related to child care, nutrition and wellness, consumer education and practices, resource management, food production and services, hospitality and tourism, and recreation.

Exploring Technology Systems features computer integrated activities enabling students to experience the impact technology has made on careers and personal lives. Problem solving, team decision making, information gathering and safety are some of the skills students develop while exploring careers related to automation, robotics, graphic design, video production, energy, transportation, aerospace, computer assisted drafting and engineering.

Character Traits

Building good character is an important part of every child's education and is a joint responsibility of home and school. In the Guilford County Schools, promoting ethical standards is an integral part of the learning process. The eight cornerstones of good character which parents and teachers are asked to teach and model are as follows:

Respect

- Showing high regard for self, other people, property and authority
- Understanding that all people have value
- Responding sensitively to the ideas of others without dismissing or degrading them

Caring-Compassion

- Treating others with compassion, generosity and friendship, recognizing that everyone feels hurt, confused and angry from time to time
- Seeking understanding and reconciliation with other members of a community in conflict

Responsibility

- Being dependable
- Carrying out obligations and having a sense of duty to fulfill tasks one has accepted
- Being accountable

Courage

- Attempting difficult things that are worthwhile
- Doing the right thing even when others do not
- Following your conscience rather than the crowd

Integrity

- Carrying out your responsibilities without claiming credit for someone else's work
- Willing to acknowledge wrongdoing
- Being truthful and trustworthy

Determination

- Having perseverance and the inner strength to pursue goals
- Completing individual assignments and supporting others in their work

Self-Discipline

- Demonstrating hard work and commitment
- Improving yourself and restraining from inappropriate behavior
- Doing your best always

Giving

- Discovering that one of life's greatest satisfactions comes from giving to others
- Sharing through service
- Responding to the needs of others, without expectation of reward

Healthful Living Education

The Healthful Living Education program promotes behaviors that contribute to a healthy lifestyle and improved quality of life for all students.

Major Emphases for Grades 6 – 8

The students will be aware of the important health risks for their age group and be able to appraise their own health status, health behavior and potential for health risks.

The students will be able to enact non-violent conflict resolution strategies, exhibit behaviors productive to group functioning, define the rights of individuals in relationships and communicate feelings and expectations clearly.

The students will be able to protect themselves from health risks arising from fire, substance abuse, insufficient activity and water recreational activities, and they will recognize the value of abstaining from sexual intercourse until marriage. They will also be able to manage stress, comprehend the role of personal responsibility in minimizing health risks and develop plans to manage health-related behaviors and habits.

The students will know the principles of exercise and diet that contribute to the development of personal fitness. The students should be very comfortable in all aspects of heart rate monitoring (knows his/her resting heart rate, target heart rate, recovery rate), be able to demonstrate FIT Guidelines and develop sound exercise practices.

The students will be able to demonstrate and set personal goals, develop an awareness and respect of cultural diversity through participation in physical activities, understand and apply basic principles of training and function well in group activities.

The students will be able to perform a wide variety of body management skills and recreational dances.

The students will be able to perform the skills necessary for participation in a variety of small-sided team, dual and individual lifetime activities. Students will engage in physical activities that provide for challenge, problem-solving and decision-making, appropriate risk-taking choices, fair play and sportsmanship behaviors.

Related Books

True Champions: Great Athletes and Their Off-the-Field Heroics, Nathan Aaseng
Soccer, Gary Lineker