

Holy Cross Academy 8th Grade Curriculum Map

| 8th Grade Religion | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|------------------|------------------|------------------|------------------|
| Faith Concepts/Catholic Beliefs | | | | |
| Mystery of God | | | | |
| Unit 1 | | | | |
| Examine the quest for God | x | | | |
| Search for the truth as a community of believers | x | | | |
| Evaluate the Creed to profess our faith | x | | | |
| Appraise the Divine Revelation of God | x | | | |
| Formulate ideas of those who are non-believers | x | | | |
| Describe why we have a 'mystery of faith' | x | | | |
| Develop an understanding of God's word through the Bible | x | | | |
| Compare the literary genres of Gospel writers | x | | | |
| Recognize God's covenant | x | | | |
| Identify sacred traditions | x | | | |
| Discriminate between the Gospels and their intended audience | x | | | |
| Relate to scripture stories from 2000 years ago | x | | | |
| Recognize God's omnipresence | x | | | |
| Recall that we are made in His image | x | | | |
| Identify the Trinity | x | | | |
| Understand apologetics | x | x | x | x |
| Unit 2 | | | | |
| Recognize Mary as the mother of Jesus | | x | | |
| Conclude that Jesus is truly God | | x | | |
| Compare Jesus' public life to our life | | x | | |
| Identify Church symbols | | x | | |
| Compare the prophecies of the Old Testament to the fulfillment by Jesus | | x | | |
| Describe the suffering of Jesus in relation to Good Friday | | x | | |
| Distinguish that Original Sin brought all of us to a separation from God | | x | | |
| Recognize that Redemption can free us from that separation | | x | | |
| Know that Jesus truly died and rose again | | x | | |
| Evaluate the Ascension of Jesus | | x | | |
| Recognize the Holy Spirit as our Advocate | | x | | |
| Identify different resources of testimonies to the resurrection of Jesus | | x | | |
| Recall that stained-glass windows were teaching tools | | x | | |
| Express that the arrival of the Holy Spirit at Pentecost marks the start of the Church | | x | | |
| Morality | | | | |
| Unit 1 | | | | |
| Identify that we are children of God created in His own image | | | x | |
| Conclude that Jesus is our model and the Spirit is our guide | | | x | |

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| Summarize the Beatitudes as Jesus' teachings on discipleship | | | x | |
| Distinguish that Mark's Gospel is a call to faith | | | x | |
| Recognize the cost and ultimate reward of being a disciple | | | x | |
| Identify that free will and intellect help us to make responsible choices | | | x | |
| Examine conscience as an aid to avoiding sin | | | x | |
| Summarize the practical advice Paul gave to the Corinthians concerning love | | | x | |
| Differentiate between the theological and cardinal virtues | | | x | |
| Recognize social sin | | | x | |
| Develop an understanding of the gift of grace | | | x | |
| Unit 2 | | | | |
| Interpret the Ten Commandments as effective tools for living a God based life | | | | x |
| Compare the relationship of Mary and Martha | | | | x |
| Explain how two different approaches to following Jesus can each serve a purpose | | | | x |
| Evaluate the Lord's Prayer as the model for prayer | | | | x |
| Living the Faith | | | | |
| Unit 1 | | | | |
| Recognize schools that make a difference | x | | | |
| Examine ways to get in touch with God - particularly prayer and reading God's word | x | | | |
| Develop communication skills to reach others | x | | | |
| Explain Christian Initiation within the Church | x | | | |
| Identify obstacles that can interfere with faith (in relation to scripture) | x | | | |
| Build relationships that are spiritually healthy | x | | | |
| Evaluate family as another community of believers | x | | | |
| Develop relationships that are balanced | x | | | |
| Unit 2 | | | | |
| Choose to respect and accept differences in all people | | x | | |
| Evaluate ways to see through the eyes of faith | | x | | |
| Discriminate ways to deal with loss | | x | | |
| Recognize how sadness can bring us to hope (Passion and death to new life) | | x | | |
| Develop renewed effort and perseverance with positive attitudes | | x | | |
| Formulate ideas on sharing faith with others | | x | | |
| Evaluate the Gifts of the Spirit | | x | | |
| Morality | | | | |
| Unit 1 | | | | |
| Recognize that the societal allowances of abortion, assisted suicide and capital punishment are not God's way | | | x | |
| Reorganize priorities to do what is important | | | x | |
| Develop a well-formed conscience | | | x | |
| Discriminate what love is based on the letter of Paul to the Corinthians | | | x | |
| Practice and apply the cardinal virtues of prudence, justice, fortitude, and temperance | | | x | |

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| Formulate ideas on how to treat others with respect and dignity | | | x | |
| Unit 2 | | | | |
| Recognize the precepts of the Church as practical ways to live out our faith | | | | x |
| Evaluate how violence and peace affect human life | | | | x |
| Examine the influence of media on making choices | | | | x |
| Discriminate how peer pressure can have an effect on choices and how to live God's way | | | | x |
| Recognize consumerism as a ploy and learn to evaluate to make wise choices | | | | x |
| Prayer and Worship | | | | |
| Identify with God through daily prayer | x | x | x | x |
| Model worship through participating in Mass | x | x | x | x |
| Use scripture as a means to examine a relationship with God | x | x | x | x |
| Compose a prayer to lead the class | x | x | x | x |
| Confirmation | | | | |
| Confirmed in the Spirit | | | | |
| Recognize Confirmation as an opportunity to renew commitment to Jesus and the Church | x | | | |
| Describe our relationship with the Holy Spirit | x | | | |
| Identify images of the Holy Spirit | x | | | |
| Explain the meaning of anointing with oil | x | | | |
| Identify what it means to be a disciple of Jesus | x | | | |
| Describe the four Marks of the Church | x | | | |
| Reflect prayerfully on the Creed | | x | | |
| Explain how justice and service show ways of caring for others | | x | | |
| Discuss Works of Mercy | | x | | |
| Identify Gifts of the Spirit | | x | | |
| Name the Theological and Cardinal Virtues | | x | | |
| Define sin | | x | | |
| Explain the importance of Reconciliation | | | x | |
| Reflect on spiritual gifts | | | x | |
| Identify the Fruits of the Spirit | | | x | |
| Explain the meaning of Baptism | | | x | |
| Reflect on Confirmation preparation and the Rite of Confirmation | | | x | |
| Family Life | | | x | |
| 8th Grade English | | | | |
| Grammar | | | | |
| Compose simple, compound, and complex sentences with correctly placed commas | | | | |
| Understands and composed sentences with correct use of periods, commas, other punctuation marks, and capitalization | | | | x |
| Understands singular and plural nouns, nouns as subjects and subject complements, nouns as objects and object complements, appositive, and possessive nouns | x | | | |

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| Identifies descriptive adjectives and predicate adjectives; composes comparative and superlative forms of adjectives; differentiates between demonstrative, interrogative, and indefinite adjectives; understands adjective phrases and clauses interrogative, and indefinite adjectives; understands adjective phrases and clauses | x | | | |
| Understands the function of conjunctions; identifies conjunctions in compound and complex sentences | | | | |
| Understands and identifies independent and dependent clauses | | | | |
| Identify gender, number of pronouns; subject and object pronouns; possessive pronouns and adjectives intensive and reflexive pronouns; indefinite pronouns | | x | | |
| Correctly uses and edits comma use for commas in a series, dates, and appositives | | | | |
| Understands and identifies transitive and intransitive verbs; distinguishes between transitive verbs; understands linking verbs, active and passive voices, and verb tenses | | x | | |
| Verbals | | | x | |
| Adverbs | | | x | |
| Written Expression | | | | |
| Understands narrative structure with clear beginning, middle, and end includes descriptive imagery and details to writing; describes lessons learned from memorable experience | | | | |
| Composes a story with plot structure and incorporates word choice that enhances the mood of the story | | | | |
| Constructs an essay with clear structure, including introduction, body, and conclusion | x | x | | |
| Identifies and understand the six components of a business letter | x | | | |
| Constructs an essay with clear structure, including introduction with claim, body paragraphs with evidence, reasoning, and warrants, counterclaim and counterclaim response paragraphs, and conclusion response paragraphs, and conclusion | | | | |
| Provide evidence from at least three sources. Evidence is correctly formatted for MLA in-text citations and works cited page | | | | x |
| Editing and Revising Process | | | | |
| Punctuation, capitalization, spelling, and other mechanics | x | x | | |
| 8th Grade Literature | | | | |
| Reading | | | | |
| Reads and comprehends different types of literature | x | | | |
| Identifies literary genres | x | | | |
| Applies a variety of reading comprehension strategies (i.e. predicting, inferring, making connections, drawing conclusions, rereading, questioning, paraphrasing, using prior knowledge, skim and scan) | x | | | |
| Identifies and distinguishes the elements and types of fiction and nonfiction by recalling facts and details from the text | | x | | |
| Identifies first person and third person points of view | x | x | x | x |
| Compares and contrasts two works of literature | x | x | x | x |
| Cite evidence from text to support generalizations | x | x | x | x |
| Identify and/or explain stated or implied main ideas and relevant supporting details from text | | | | |
| Summarize the key details and events of a fictional text as a whole | x | x | x | x |
| Summarize and paraphrase the major points and/or events of a nonfiction text | | | | |
| Describe causes and effects of actions or events | | x | x | |
| Identify and/or analyze the author's intended purpose of the text | | x | x | x |
| Explain, describe and/or analyze examples of a text that supports the author's intended purpose | | x | x | |
| Determine a theme or central idea of a text and how it is conveyed through particular details from a text | x | x | x | x |

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| Describe how a particular story's or drama's plot unfolds in a series of episodes | x | | | |
| Describe how characters respond or change as the plot in a story moves towards a resolution | x | x | x | x |
| Explain how an author develops the point of view of the narrator or speaker in a text | | x | x | |
| Analyze how a particular sentence, paragraph, chapter, or stanza fits into the overall structure of a text and contributes to the development of the ideas. | x | x | x | x |
| Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims | | | | x |
| Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts | | | x | x |
| Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings | x | x | | |
| Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | | | x | x |
| Use details from the text to identify the plot structure of a text | x | x | x | x |
| Use details from the text and prior knowledge to make inferences | x | x | x | x |
| Written and Oral Communication | | | | |
| Demonstrate command of the conventions of standard English capitalization and punctuation | x | x | x | x |
| Correctly spells previously studied words and spelling patterns in written work | x | x | x | x |
| Plans and organizes ideas before beginning to write | | | x | x |
| Uses diagrams, charts and illustrations as appropriate to the text | | | x | |
| Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) | x | x | x | x |
| Follow rules for discussions, set specific goals and deadlines and defined individual roles as needed | | | x | |
| Present claims and findings, emphasizing points in a focused, coherent manner with pertinent descriptions, facts, details, and examples | | | | x |
| Uses media and technology to create a written product | x | x | | x |
| Use appropriate public speaking techniques such as rate, pace and enunciation | | | | x |
| Word Study | | | | |
| Identify and/or apply multiple meaning words used in text | x | x | x | x |
| Uses context clues to understand the meaning of unfamiliar words | x | x | x | x |
| Applies meaning of roots, prefixes and suffixes to read and explain unfamiliar words | x | x | x | x |
| Identify and/or generate antonyms and synonyms | x | x | x | x |
| 8th Grade Math (Algebra) | | | | |
| Algebraic Expressions, Integers, and Polynomials | | | | |
| Modeling Relationships with Variables | x | | | |
| Order of Operations | x | | | |
| Adding, Subtracting, Multiplying, and Dividing Integers | x | | | |
| Real Numbers and Rational Numbers | x | | | |
| Organizing Data in Matrices | x | | | |
| Constructing Scatter Plots | x | | | |
| Analyzing Data using Scatter Plots | x | | | |

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| Linking Graphs to Tables | x | | | |
| Relating Graphs to Tables | x | | | |
| Adding and Subtracting Polynomials | | x | x | |
| Multiplying and Factoring | | x | x | |
| Multiplying Polynomials | | x | x | |
| Factoring Trinomials | | x | x | |
| Factoring Special Cases | | | x | |
| Factoring by Grouping | | | x | |
| Equations and Inequalities | | | | |
| Modeling and Solving Two Step Equations | x | | | |
| Combining Like Terms to Solve Equations | x | | | |
| Using the Distributive Property | x | | | |
| Solving Multi-Step Equations | x | | | |
| Solving Absolute Value Equations | x | | | |
| Percent Equations | x | | | |
| Percent of Change | x | | | |
| Transforming Formulas | x | | | |
| Equations with Variables on Both Sides | x | | | |
| Solving Inequalities Using Addition and Subtraction | x | | | |
| Solving Inequalities Using Multiplication and Division | x | | | |
| Solving Multi-Step Inequalities | | x | | |
| Compound Inequalities | | x | | |
| Solving Equations by Graphing | | x | | |
| Solving Equations Using Substitution | | x | | |
| Solving Equations Using Elimination | | x | | |
| Solving Equations by Factoring | | | x | |
| Determining if system has one solution, no solution, or many solutions | | | x | |
| Linear Inequalities | | | x | |
| Solving Systems of Linear Inequalities | | | x | |
| Operations Involving Exponents, Fractions, Functions, and Proportions | | | | |
| Using Proportions | x | | | |
| Rational and Irrational Numbers | x | | | |
| Functions | x | | | |
| Linear Equations/Functions | | | x | |
| Graphing Functions | | | x | |
| Writing a Function Rule | x | | | |
| The Three Views of a Function | x | | | |
| Families of Functions | x | | | |
| Exploring Quadratic Functions | | | x | |

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| Graphing Simple Quadratic Functions | | | x | |
| Graphing Quadratic Functions | | | x | |
| Square Roots | | | x | |
| Solving Quadratic Equations | | | x | |
| Using the Quadratic Formula | | | x | |
| Zero and Negative Exponents | | | | x |
| Scientific Notation | | | | x |
| Adding and Subtracting Scientific Notation | | | | x |
| Multiplication Property of Exponents | | | | x |
| Division Properties of Exponents | | | | x |
| Simplifying Radicals | | | | x |
| Adding and Subtracting Radicals | | | | x |
| Solving Radical Equations | | | | x |
| Graphing Square Root Functions | | | | x |
| Finding the Discriminant | | | x | |
| Graphing Absolute Value Functions | | | x | |
| Exponential Growth | | | | x |
| Dividing Radicals | | | | x |
| Geometry | | | | |
| Slope | | x | | |
| Rates of Change/Initial Value | | x | | |
| Direct Variation | | x | | |
| Slope Intercept Form | | x | | |
| Writing the Equation of a Line | | x | | |
| Scatter Plots and Equations of Lines | | x | | |
| Ax + By = C Form | | x | | |
| Parallel and Perpendicular Lines | | x | | |
| The Pythagorean Theorem | | | | x |
| The Distance Formula | | | | x |
| 8th Grade Science | | | | |
| Unit 1: Chemical Building Blocks | | | | |
| Introduction to Matter | | | | |
| Describing Matter | | | | |
| Identify the properties used to describe matter | x | | | |
| Define elements and explain how they relate to compounds | x | | | |
| Describe the properties of a mixture | x | | | |
| Measuring Matter | | | | |

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| Differentiate between weight and mass | x | | | |
| Identify the units used to express the amount of space occupied by matter | x | | | |
| Describe how the density of a material is determined | x | | | |
| Changes in Matter | | | | |
| Describe what a physical change is | x | | | |
| Describe what a chemical change is | x | | | |
| Explain how changes in matter are related to changes in energy | x | | | |
| Energy and matter | | | | |
| Identify forms of energy that are related to changes in matter | x | | | |
| Describe how chemical energy is related to chemical change | x | | | |
| Solids Liquids and Gases | | | | |
| States of matter | | | | |
| Describe the characteristics of a solid | x | | | |
| Describe the characteristics of a liquid | x | | | |
| Describe the properties of a gas | x | | | |
| Changes of state | | | | |
| Explain what happens to a substance during the changes between a liquid and a solid | x | | | |
| Explain what happens to a substance during the changes between a liquid and a gas | x | | | |
| Explain what happens to a substance during the changes between a solid and a gas | x | | | |
| Gas Behavior | | | | |
| List the types of measurements used when working with gases | x | | | |
| Explain how the volume, temperature and pressure of a gas are related | x | | | |
| Graphing Gas Behavior | x | | | |
| Identify the type of relationship shown by the graph of Charles's law | x | | | |
| Identify the type of relationship shown by the graph for Boyle's law | x | | | |
| Unit 2: Chemical Interactions | | | | |
| Atoms and Bonding | | | | |
| Elements and Atoms | | | | |
| Explain why elements are sometimes described as the building blocks of matter | | x | | |
| Describe how atomic theory developed and changed | | x | | |
| Atoms bonding and the periodic table | | | | |
| Explain how the reactivity of elements is related to valence electrons in atoms | | x | | |
| State what the periodic table tells you about atoms and the properties of atoms | | x | | |
| Ionic Bonds | | | | |
| Describe ions, and explain how they form | | x | | |
| Explain how the formulas and names of ionic compounds are written | | x | | |
| Identify the properties of ionic compounds | | x | | |
| Covalent Bonds | | | | |
| State what holds covalently bonded atoms together | | x | | |

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| Identify the properties of molecular compounds | | x | | |
| Explain how unequal sharing of electrons occurs and how it affects molecules | | x | | |
| Bonding in metals | | | | |
| Describe how metal atoms are bonded in solid metal | | x | | |
| Explain how metallic bonding results in useful properties of metals | | x | | |
| Chemical Reactions | | | | |
| Observing chemical change | | | | |
| State how matter and changes in matter can be described | | x | | |
| Explain how you can tell a chemical reaction occurs | | x | | |
| Describing chemical reactions | | | | |
| Identify what information a chemical reaction contains | | x | | |
| State the principle of the conservation of mass | | x | | |
| Explain what a balanced chemical equation must show | | x | | |
| Name three categories of chemical reaction | | x | | |
| Controlling chemical reactions | | | | |
| Explain how activation energy is related to chemical reactions | | x | | |
| Identify factors that affect the rate of a chemical reaction | | x | | |
| Fire and fire safety | | | | |
| List three things necessary to maintain a fire | | x | | |
| Explain why you should know about the causes of fire and how to prevent a fire | | x | | |
| Acids, Bases, and Solutions | | | | |
| Understanding solutions | | | | |
| State the characteristics of solutions, colloids, and suspensions | | x | | |
| Describe what happens to the particles of a solute when a solution forms | | x | | |
| Explain how solutes affect the freezing and boiling point of a solvent | | x | | |
| Concentration and solubility | | | | |
| Describe how concentration is measured | | x | | |
| Explain why solubility is useful in identifying substances | | x | | |
| Identify factors that affect the solubility of a substance | | x | | |
| Describing acids and bases | | | | |
| Name the properties of acids and bases | | x | | |
| Identify where acids and bases are commonly used | | x | | |
| Acids and bases in solution | | | | |
| State what kind of ions acids and bases form in water | | x | | |
| Explain what pH tells you about a solution | | x | | |
| Describe what happens in a neutralization reaction | | x | | |
| Digestion and pH | | | | |
| Explain why the body must digest food | | x | | |
| Describe how pH affects digestion | | x | | |

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| Unit 3: Motion, Forces and Energy | | | | |
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| Motion | | | | |
| Describing and measuring motion | | | | |
| Determine when an object is in motion | | | X | |
| Calculate an object's speed and velocity | | | X | |
| Demonstrate how to graph motion | | | X | |
| Slow motion on planet earth | | | | |
| Describe how the theory of plate tectonics explains the movement of Earth's landmasses | | | X | |
| Calculate the speed at which Earth's plates move | | | X | |
| Acceleration | | | | |
| Describe the motion of an object as it accelerates | | | X | |
| Calculate acceleration | | | X | |
| Describe what graphs are used to analyze the motion of an accelerating object | | | X | |
| Forces | | | | |
| The Nature of force | | | | |
| Describe what a force is | | | X | |
| Explain how balanced and unbalanced forces are related to an object's motion | | | X | |
| Friction and gravity | | | | |
| Describe friction, and identify factors that determine the friction between two objects | | | X | |
| Identify the factors that affect the gravitational force between two objects | | | X | |
| Explain why objects accelerate during freefall | | | X | |
| Newton's first and second laws | | | | |
| State newton's first law of motion | | | X | |
| State newton's second law of motion | | | X | |
| Newton's third law | | | | |
| State newton's third law of motion | | | X | |
| Explain how an object's momentum is determined | | | X | |
| State the law of conservation of momentum | | | X | |
| Rockets and satellites | | | | |
| Explain how a rocket lifts off the ground | | | X | |
| Describe the forces that keep a satellite in orbit | | | X | |
| Forces in fluids | | | | |
| Pressure | | | | |
| Explain what pressure depends on | | | | X |
| Explain how fluids exert pressure | | | | X |
| Describe how fluid pressure changes with elevation and depth | | | | X |
| Floating and sinking | | | | |
| Describe the effect of buoyant force | | | | X |
| Explain how the density of an object determines whether it sinks or floats | | | | X |

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| Pascal's principle | | | | |
| State Pascal's principle, and recognize its applications | | | | x |
| Explain how a hydraulic system multiplies force | | | | x |
| Bernoulli's principle | | | | |
| Use Bernoulli's principle to explain how fluid pressure is related to the motion of a fluid | | | | x |
| List some applications of Bernoulli's principle | | | | x |
| Work and Machines | | | | |
| What is work | | | | |
| Identify when work is done on an object | | | | x |
| Calculate the work done on an object | | | | x |
| Define and calculate power | | | | x |
| How do machines do work | | | | |
| Explain how machines make work easier | | | | x |
| Calculate the mechanical advantage of a machine | | | | x |
| Calculate the efficiency of a machine | | | | x |
| Simple machines | | | | |
| Describe the six kinds of simple machines and their uses | | | | x |
| Calculate the ideal mechanical advantage of each type of simple machine | | | | x |
| Describe compound machines | | | | x |
| Research and Inquiry | | | | |
| Demonstrate the ability to conduct a viable experiment and thoroughly present the findings | x | x | x | x |
| 8th Grade Social Studies | | | | |
| Reconstruction: 1865-1877 | | | | |
| Explain the significance of key terms and names of the Era | x | | | |
| Identify divisions in the country over how to begin Reconstruction and rebuild the nation | x | | | |
| Describe possible solutions to the problems involved in rebuilding the nation | x | | | |
| Describe why Reconstruction was needed | x | | | |
| Analyze the conflict that developed over Reconstruction and identify the goals of Radical Republicans | x | | | |
| Explain the impact of the Civil Rights Act of 1866 and the Fourteenth Amendment | x | | | |
| Evaluate the effects of Reconstruction | x | | | |
| Describe the responses of African Americans to freedom | x | | | |
| Trace the establishment of African American schools | x | | | |
| Evaluate the impact of land reform, sharecropping, and the contract system | x | | | |
| Describe the development of the Ku Klux Klan | x | | | |
| Evaluate the impact of Grant's election and the passage of the Fifteenth Amendment | x | | | |
| Analyze Grant's administration | x | | | |
| Explain events that led to the end of Reconstruction | x | | | |

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| Analyze the legacy of Reconstruction | x | | | |
| Growth in the West: 1860-1900 | | | | |
| Explain the significance of key terms and names of the Era | x | | | |
| Identify some of the challenges and hardships of moving west | x | | | |
| Describe the geography and population of the West | x | | | |
| Explain how mining in the West led to settlement | x | | | |
| Describe the cattle industry | x | | | |
| Analyze how law and order was established in the West | x | | | |
| Describe Native American life on the Plains | x | | | |
| Explain how Plains tribes responded to white attempts to take away their lands | x | | | |
| Identify the outcome of Native American resistance efforts | x | | | |
| Evaluate the impact of the Dawes Act on the Plains tribes | x | | | |
| Describe the challenges and opportunities for women in the West | x | | | |
| Analyze the reasons for the growth of western cities | x | | | |
| Explain how Mexicans were affected by American settlement | x | | | |
| Identify myths about the West | x | | | |
| Explain how the US government encouraged western settlement | x | | | |
| Describe farming life on the Great Plains | x | | | |
| Analyze the rise of the Populist Party | x | | | |
| Evaluate the significance of the frontier in American life | x | | | |
| An Industrial Society: 1860-1914 | | | | |
| Explain the significance of key terms and names of the Era | x | | | |
| Understand the difficulties of workers' lives before unions were formed and appropriate labor laws were passed | x | | | |
| Identify factors that nurtured the Industrial Revolution | x | | | |
| Explain how business cycles reflected rapid economic growth | x | | | |
| Describe the growth of the steel and electric-power industries | x | | | |
| Analyze how inventions changed American life | x | | | |
| Analyze the funding for the first transcontinental railroad | x | | | |
| Identify the groups that worked on the first transcontinental railroad | x | | | |
| Describe the linking together of the two railroads | x | | | |
| Evaluate the changes brought about by the railroads | x | | | |
| Analyze the growth of corporations | x | | | |
| Describe monopolies and trusts and evaluate their effects | x | | | |
| Summarize the positive and negative aspects of the Gilded Age | x | | | |
| Evaluate the development of the economy of the South | x | | | |
| Describe working conditions in the late 1800s | x | | | |
| Trace the beginnings of the labor movement | x | | | |
| Evaluate union setbacks and significant strikes | x | | | |
| Describe the founding of the American Federation of Labor (AFL) | x | | | |

Holy Cross Academy 8th Grade Curriculum Map

| Changes in American Life: 1880-1914 | | | | |
|--|--|---|--|--|
| Explain the significance of key terms and names of the Era | | x | | |
| Understand how life in America changed during the late 19th and early 20th centuries | | x | | |
| Explain how industrialization changed city life | | x | | |
| Understand how technology and the streetcar altered city life | | x | | |
| Describe urban living conditions and how reformers tried to improve them | | x | | |
| Analyze how political machines influenced city governments | | x | | |
| Describe changes in immigration patterns in the late 1800s | | x | | |
| Understand where and how immigrants settled and the jobs they took | | x | | |
| Explain the process of assimilation and efforts to restrict immigration | | x | | |
| Understand how racism caused discrimination and the spread of segregation | | x | | |
| Describe the impact of Plessy v Ferguson and explain why African Americans organized | | x | | |
| Understand the effects of violence and racism throughout the county | | x | | |
| Understand how education and publishing grew during this period | | x | | |
| Identify the impact of modern advertising and new products on people's lives | | x | | |
| Trace the growth of leisure time activities | | x | | |
| Describe popular leisure activities | | x | | |
| The Progressive Era: 1890-1920 | | | | |
| Explain the significance of key terms and names of the Era | | x | | |
| Describe social problems facing the nation | | x | | |
| Identify problem solving used by individuals to improve social conditions | | x | | |
| Identify the goals of the Progressive movement | | x | | |
| Analyze Theodore Roosevelt's "Square Deal" | | x | | |
| Evaluate Roosevelt's qualities as an activist president | | x | | |
| Summarize Roosevelt's conservation policies | | x | | |
| Evaluate Taft's progressive policies | | x | | |
| Identify the progressive qualities of the 16th and 17th Amendments | | x | | |
| Summarize Wilson's record as a progressive president | | x | | |
| Analyze reasons for the passage of the 18th Amendment | | x | | |
| Identify changes in the lives of women during the Progressive Era | | x | | |
| Describe the contributions of women progressives | | x | | |
| Describe early actions in the movement for woman suffrage | | x | | |
| Analyze events that led to passage of the 19th Amendment | | x | | |
| Becoming a World Power: 1880-1917 | | | | |
| Explain the significance of key terms and names of the Era | | x | | |
| Understand some of the complex issues involved in the acquisition of new territories | | x | | |
| Identify the factors that led to American imperialism | | x | | |
| Explain the role of William Seward in American expansion | | x | | |
| Describe the annexation of Hawaii | | x | | |

Holy Cross Academy 8th Grade Curriculum Map

| | | | | |
|--|--|---|---|--|
| Identify the reasons for the Spanish-American War | | x | | |
| Trace the progress of the Spanish-American War in the Philippines and in the Caribbean | | x | | |
| Analyze the results of the war | | x | | |
| Explain the goals of the Anti-Imperialist League | | x | | |
| Explain how the US became a world power | | x | | |
| Describe the development of the Panama Canal | | x | | |
| Analyze US involvement in Latin America | | x | | |
| Evaluate the use of "Big Stick Diplomacy" | | x | | |
| World War I: 1914-1920 | | | | |
| Explain the significance of key terms and names of the Era | | x | | |
| Identify ways Americans on the homefront contributed to the war effort | | x | | |
| Identify the causes of WWI | | x | | |
| Describe the stalemate in the trenches and the new technology used in the conflict | | x | | |
| Explain why the US decided to join the Allies | | x | | |
| Describe how the Russian Revolution affected the war effort | | x | | |
| Describe how the US developed and deployed its armed forces | | x | | |
| Summarize the effects of American entry into the war | | x | | |
| Explain how US troops helped the Allies push back the Germans | | x | | |
| Describe how the war ended | | x | | |
| Describe how Americans mobilized for the war | | x | | |
| Analyze the effects of wartime propaganda in the US | | x | | |
| Explain the causes of the Great Migration | | x | | |
| Summarize the impact of the 1918 flu epidemic | | x | | |
| Summarize Wilson's Fourteen Points | | x | | |
| Describe the Treaty of Versailles | | x | | |
| Identify the reasons for the Red Scare | | x | | |
| Explain why racial tensions increased in the postwar period | | x | | |
| The Roaring Twenties: 1919-1929 | | | | |
| Explain the significance of key terms and names of the Era | | | x | |
| Analyze the scope of technological advances of the 1920s | | | x | |
| Evaluate the ways in which new technologies change daily life | | | x | |
| Summarize events of the Harding presidency | | | x | |
| Analyze economic policies of the Coolidge administration | | | x | |
| Describe US foreign policy during the 1920s | | | x | |
| Examine the changes resulting from technological advances | | | x | |
| Identify changes in the roles of young people and women | | | x | |
| Analyze how Prohibition led to lawlessness | | | x | |
| Examine changes in the lifestyles of African Americans | | | x | |
| Explain how the changes of the 1920s caused conflict in society | | | x | |

Holy Cross Academy 8th Grade Curriculum Map

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|--|--|--|---|--|
| Analyze characteristics of the popular culture of the 1920s | | | x | |
| Explain how sports figures became popular heroes | | | x | |
| Identify the achievements of the Harlem Renaissance | | | x | |
| Identify writers of the Lost Generation | | | x | |
| The Great Depression and the New Deal: 1929-1940 | | | | |
| Explain the significance of key terms and names of the Era | | | x | |
| Analyze different points of view about helping the needy | | | x | |
| Identify the problems of the US economy in the 1920s | | | x | |
| Summarize the causes of the stock market crash and the Great Depression | | | x | |
| Analyze how President Hoover responded to the Great Depression | | | x | |
| Explain why Hoover lost the 1932 election to Roosevelt | | | x | |
| Describe Roosevelt's immediate attempts to improve conditions for Americans | | | x | |
| Evaluate criticisms of the New Deal | | | x | |
| Identify the Social Security Act and other programs of the Second New Deal | | | x | |
| Explain Roosevelt's efforts to change the Supreme Court | | | x | |
| Analyze the effects of the Dust Bowl | | | x | |
| Describe life during the Depression and the efforts of artists to portray that era | | | x | |
| Explain how women and minorities were affected by the Depression and the New Deal | | | x | |
| Summarize the gains made by unions during the Depression | | | x | |
| Summarize the lasting effects of the Depression | | | x | |
| Explain the expansion of government in social and economic life | | | x | |
| Evaluate New Deal programs that are still important today | | | x | |
| Describe current political debates arising from the New Deal | | | x | |
| The Rise of Dictators and World War II: 1931-1945 | | | | |
| Explain the significance of key terms and names of the Era | | | x | |
| Understand the struggle against the rule of dictators in WWII | | | x | |
| Understand the rise of dictators before WWII | | | x | |
| Identify how dictators expanded their territories | | | x | |
| Describe how Germany began WWII | | | x | |
| Explain how the US helped the Allies and why it entered the war | | | x | |
| Explain how the US mobilized for war | | | x | |
| Identify major battles in Africa and Italy | | | x | |
| Trace the course of the war in Europe | | | x | |
| Describe the horrors of the Holocaust | | | x | |
| Explain how Japan expanded its empire before 1942 | | | x | |
| Identify Midway as the turning point of the war in the Pacific | | | x | |
| Understand the strategy of island hopping and the purpose of invading Iwo Jima and Okinawa | | | x | |
| Describe how the use of atomic weapons ended the war | | | x | |
| Explain the wartime economy of the US | | | x | |

Holy Cross Academy 8th Grade Curriculum Map

| | | | | |
|---|--|--|--|---|
| Identify opportunities for women and minorities during the war | | | | x |
| Describe the Internment of Japanese Americans during WWII | | | | x |
| Evaluate the costs of the war | | | | x |
| Identify ways in which the war changed American society | | | | x |
| Describe the purpose and outcome of the Nuremburg trials | | | | x |
| Describe the goals of the United Nations and identify postwar international tensions | | | | x |
| The Cold War and the American Dream: 1945-1960 | | | | |
| Explain the significance of key terms and names of the Era | | | | x |
| Identify what Americans in the 1950s believed to be the American Dream | | | | x |
| Describe how the economy changed after WWII | | | | x |
| Evaluate Truman's response to labor unrest and civil rights issues | | | | x |
| Analyze the origins of the Cold War and containment policies | | | | x |
| Explain how fear of communism affected international relations and domestic politics | | | | x |
| Explain how the Korean War began | | | | x |
| Trace the course of the Korean War through the cease-fire | | | | x |
| Evaluate the anticommunist campaign of Joseph McCarthy | | | | x |
| Describe the Cold War policies of President Eisenhower | | | | x |
| Identify the groups that were left out of the prosperity of the 1950s | | | | x |
| Summarize the changes in American life during the 1950s | | | | x |
| Analyze the American Dream and how pop culture and rock 'n' roll affected society | | | | x |
| Describe the outcome of the 1960 election | | | | x |
| The Civil Rights Era: 1954-1975 | | | | |
| Explain the significance of key terms and names of the Era | | | | x |
| Understand the reasons for civil rights protests and the dangers faced by protestors | | | | x |
| Identify factors that contributed to the civil rights movement | | | | x |
| Explain the significance of Brown v Board of Education of Topeka | | | | x |
| Analyze the effects of civil rights victories | | | | x |
| Describe the process of school desegregation in Little Rock and the numerous sit-ins throughout the South | | | | x |
| Evaluate the effects of the 1960 election and the Birmingham protests | | | | x |
| Analyze the events that led to passage of the Civil Rights Act of 1964 | | | | x |
| Describe President Johnson's role in the civil rights movement | | | | x |
| Explain divisions in the civil rights movement | | | | x |
| Describe how Mexican Americans organized to promote reforms | | | | x |
| Compare the political differences among Hispanic Americans | | | | x |
| Describe the goals and successes of Native American protests for rights and recognition | | | | x |
| Evaluate reasons for the women's movement and to describe its efforts to win rights for women | | | | x |
| The Vietnam War Years: 1954-1975 | | | | |
| Explain the significance of key terms and names of the Era | | | | x |
| Form and support opinions about the Vietnam War | | | | x |

Holy Cross Academy 8th Grade Curriculum Map

| | | | | |
|---|--|--|--|---|
| Evaluate the actions of antiwar protestors and prowar supporters | | | | x |
| Analyze the roots of the war | | | | x |
| Describe the domino theory and the division of Vietnam | | | | x |
| Identify the Viet Cong and their goals | | | | x |
| Describe US responses to Communist threats around the world | | | | x |
| Describe events that led teh US to send combat troops to Vietnam | | | | x |
| Analyze the kind of war US troops faced | | | | x |
| Explain US military tactics | | | | x |
| Describe the Tet Offensive and sinking US morale | | | | x |
| Analyze the growing antiwar movement in the US | | | | x |
| Describe the events that made 1968 a turning point of the war | | | | x |
| Explain Nixon's Vietnam strategy and the US withdrawal from Vietnam | | | | x |
| Analyze the legacy of the Vietnam War | | | | x |
| Years of Doubt: 1969-1981 | | | | |
| Explain the significance of key terms and names of the Era | | | | x |
| Identify some of the governmental issues of Watergate | | | | x |
| Pose and answer questions about how the nation operates during a crisis such as Watergate | | | | x |
| Identify domestic problems facing the nation in 1968 | | | | x |
| Evaluate Nixon's actions to restore law and order | | | | x |
| Summarize American economic conditions in the early 1970s | | | | x |
| Describe how President Nixon pursued his foreign policy goals | | | | x |
| Analyze the 1972 presidential election | | | | x |
| Trace events leading to the Watergate scandal | | | | x |
| Describe the Watergate investigation and Nixon's resignation | | | | x |
| Evaluate the effects of the Watergate scandal | | | | x |
| Summarize events of the Ford presidency | | | | x |
| Evaluate the Carter presidency | | | | x |
| Describe the environmental movement | | | | x |
| Analyze the 1980 presidential race | | | | x |
| Entering a New Millennium: 1981-Present | | | | |
| Explain the significance of key terms and names of the Era | | | | x |
| Identify Reagan's conservative goals and his beliefs about communism | | | | x |
| Evaluate George H. W. Bush's presidency | | | | x |
| Analyze Clinton's conflicts with Congress | | | | x |
| Explain the causes of the war in Kosovo | | | | x |
| Analyze the 2000 presidential election | | | | x |
| Analyze the war on terrorism | | | | x |
| Identify George W. Bush's domestic policies | | | | x |
| Analyze the impact of new technology on daily life and the economy | | | | x |

Holy Cross Academy 8th Grade Curriculum Map

| | | | | |
|---|---|---|---|---|
| Explain how economic change affected workers in the 1990s | | | | x |
| Describe the global economy | | | | x |
| Identify recent scientific breakthroughs | | | | x |
| Analyze the attitudes of Americans toward recent immigration | | | | x |
| Identify the contributions of immigrants to American society | | | | x |
| Describe some of the beliefs and values Americans share | | | | x |
| The attacks on September 11th, 2001, the wars in Iraq and Afghanistan | | | | x |
| 8th Grade Spanish | | | | |
| Comprehension | | | | |
| Translates grade level vocabulary: | | | | |
| Greetings | x | | | |
| Courtesy | x | | | |
| Numbers 1-100 | x | | | |
| Beginning Words | x | | | |
| Colors | x | | | |
| Calendar Information | x | | | |
| Weather Expressions | x | | | |
| Classroom Objects | x | | | |
| Family Words | x | | | |
| Descriptive Adjectives | x | | | |
| Clothing Words | | x | | |
| Food, cafe, and market words | | x | | |
| Telling Time | | x | | |
| Infinitive and conjugated verb forms | | x | x | |
| Locations | | | x | |
| Contractions | | | x | |
| Tener Idioms | | | | x |
| Possessive Adjectives | | | | x |
| Communication and Conversation | | | | |
| Responds to and uses greetings | x | x | x | x |
| Responds to and uses social amenities in classroom | x | x | x | x |
| Converses about daily information | x | x | x | x |
| Culture | | | | |
| Identifies Spanish speaking countries | x | x | x | x |
| Identifies celebrations and important days | x | x | x | x |
| Grammar | | | | |
| Applies grammatical rules | x | x | x | x |

Holy Cross Academy 8th Grade Curriculum Map

| | | | | |
|---|------------------|------------------|------------------|------------------|
| Uses subject pronouns | x | x | x | x |
| Uses indirect object pronouns | | x | x | x |
| Creates sentences | x | x | x | x |
| Differentiates Ser v Estar | | | x | |
| Conjugates Present Tense verbs: | | | | |
| Ser | x | x | x | x |
| Tener | x | x | x | x |
| Gustar | | x | x | x |
| Regular Verbs (-ar, -er, -ir) | | x | x | x |
| Irregular Verbs (ir, estar, dar, ver) | | | x | x |
| Stem-Changing Verbs | | | | x |
| Pronunciation | | | | |
| Pronounce vocabulary | x | x | x | x |
| Prays Spanish prayers | x | x | x | x |
| 6th-8th Grade Physical Education | | | | |
| Motor Skills/Movement Patterns | | | | |
| Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. | x | x | x | x |
| Movement Concepts | | | | |
| Demonstrate understanding of movement concepts, principles, and tactics as they apply to the learning and performance of physical activities. | x | x | x | x |
| Demonstrate understanding of the rules and safety procedures of the game | x | x | x | x |
| Employ offensive and defensive strategies | x | x | x | x |
| Participation | | | | |
| Participate in individual and group (small/large group activities) | x | x | x | x |
| Responsibility | | | | |
| Exhibits responsible personal and social behavior that respects self and others in physical activity settings. | x | x | x | x |
| Each year, students participate in team sports (basketball, volleyball, fustal), lifetime activities (badminton, pickleball) and general fitness skills. Students take on the responsibility of refereeing their own games to learn to take ownership of their actions, get a deeper understanding of strategies in the games, and how to handle conflicts. | | | | |
| 8th Grade Music | | | | |
| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| Singing | | | | |
| Classroom Participation | x | x | x | x |
| Liturgical Participation | x | x | x | x |
| Responds to Conducting and Direction | x | x | x | x |
| Music Theory | | | | |
| Identify Written Notes on the Staff | | | x | x |
| Identify Rests and Time Signatures | | | x | x |

Holy Cross Academy 8th Grade Curriculum Map

| | | | | |
|--|---|---|---|---|
| Music History | | | | |
| Identify Parts of the Orchestra | | | x | x |
| Identify Periods of Music History | | | x | x |
| Learner Qualities | | | | |
| Completes Assignments | x | x | x | x |
| Classroom Cooperation | x | x | x | x |
| Participates Fully in Classroom Activities | x | x | x | x |