



Grade Six

LANGUAGE ARTS

Students will be able to...

- Read and discuss novels, short stories, myths, and informational texts in depth.
- Identify and understand the basic elements of fiction (plot, character, setting, dialogue, foreshadowing, conflict, motif).
- Identify and discuss how an author manipulates aspects of plot structure including the development, climax and resolution.
- Demonstrate understanding of texts by questioning, predicting, visualizing, inferring, summarizing, synthesizing new and prior information.
- Recognize issues and ideas that are central to a text.
- Identify and communicate the motifs that are central to a text.
- Access textual evidence and use it to support a position during literature discussions.
- Write in the following forms: personal narrative, description, short story, and expository paragraph.
- Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support.
- Write a persuasive piece that uses facts, examples, and/or supporting information to persuade readers.
- Write a properly structured formal letter.
- Construct a dangling thesis and a dangling conclusion.
- Master subject-verb agreement, pronoun-antecedent agreement, and correction of misplaced modifiers.
- Spell correctly and give precise meanings for 200 grade appropriate words.
- Follow the steps of the writing process from planning to self-assessment.
- Read their work aloud during various points during the writing process.
- Memorize and perform 15 lines of a character from a Shakespearean play.

Grade Six

MATHEMATICS

Students will be able to...

(Classes are split into three levels in grades 3-8. The content listed here is the middle level.)

- Compare and order groups of large numbers, decimals, fractions, percents, and mixed numbers; convert efficiently between fractions, decimals, and percent representations.
- Apply order of operations to simplify expressions with division, subtraction, multiplication, division, and grouping symbols.
- Multiply and divide by powers of ten and apply to problem solving and unit conversions.
- Use estimation techniques in all operations.
- Add, subtract, multiply, and divide (with decimals in their divisors and fractions with different denominators).
- Describe verbally and in writing number and geometric sequences.
- Apply the concept of a variable to solve simple one- and two-step equations with a variable on one side only.
- Find area and perimeter of polygons and circles and memorize key formulas.
- Determine angle sums for different polygons and apply to problem solving.
- Use and understand the Pythagorean Theorem in problem solving.
- Recognize, name, and categorize two-dimensional figures (points, lines, angles, circles, and polygons) and their parts.
- Plot points in the first quadrant.
- Determine and apply the appropriate tool (ruler, yard stick, meter stick, protractor, etc.) for measuring lengths and angles accurate to the extent of the instrument's precision.
- Determine experimental probability and calculate theoretical probability in simple situations.
- Calculate measures of central tendency; select and defend choice of the best measure of central tendency for a given data set.
- Create, interpret, summarize, and analyze circle graphs, line plots, and stem-and-leaf plots.

Grade Six

JEWISH STUDIES

Students will be able to....

- Explain the process of commentary on the Torah as a literary tradition.
- Employ additional access skills when reading blocks of text independently.
- Discuss holiness in its various context in the TaNaKH.
- Explain how the holidays connect to the text.
- Articulate rabbinic influences on modern holidays and their observances.
- Trace events of the narrative focusing on details and complex themes.
- Recognize special literary characteristics of the Books of *Vayikkra* and *Bamidbar*.
- Draw text connections between the books of *Vayikkra* and *Bamidbar* and their lives.

Grade Six

SOCIAL STUDIES

Students will be able to...

- Explain political and economic factors that contributed to the American Revolution; explain the role of Massachusetts and important leaders and events from Massachusetts.
- Explain the influence and ideas of the Declaration of Independence.
- Analyze and explain the process and reasons for the adoption of the Articles of Confederation and describe the crucial events leading to the Constitutional Convention.
- Describe the debate between Federalists and Anti-Federalists over the ratification of the Constitution, and explain key ideas contained in the Federalist Papers.
- Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness.
- Explain the importance of the development of the Transcontinental Railroad, the influence it had on the growth of a market economy, and its effect on the demise of Great Plains Native American cultures.
- Describe the rapid growth of slavery in the South after 1800, and analyze slave life and the struggle for freedom on plantations and farms across the South.
- Compare and contrast the Jewish notion of slavery with the treatment of slaves in Africa.
- Describe how the cultures and economies of the North/South contributed to the divide between them in the early 19th century; identify, on a map of the US, Union and Confederate States at the outbreak of the Civil War.
- Summarize the critical developments leading to the Civil War including the Missouri Compromise, the Dred Scott Supreme Court case, the Lincoln-Douglas debates, and the election of Abraham Lincoln.
- Analyze Lincoln's views on slavery and the political obstacles he encountered.
- Describe various examples of the effects of the Civil War including physical and economic destruction, staggering loss of human life, and the increased role of the federal government.
- Explain the policies and consequences of Reconstruction.
- Explain the various causes of the Industrial Revolution including important technological and scientific advances, and the role of business leaders, entrepreneurs, and inventors.
- Describe how the Industrial Revolution led to the development of a factory economy, and how the factory economy transformed the Northern states.
- Discuss the emergence and impact of the textile industry in New England and industrial growth in general.

Grade Six

SCIENCE

Students will be able to....

- Follow lab directions and use equipment correctly.
- Explain the roles and relationships among producers, consumers and decomposers in the process of energy transfer in a food web.
- Explain and give examples of ways in which organisms interact and have different functions in an ecosystem.
- Determine how animals are broken down by other living organisms and how this process contributes to the system as a whole.
- Identify ways ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the action of humans.
- Relate the extinction of species to a mismatch of adaptation and the environment.
- Give examples of ways in which genetic variation and environmental factors are causes of evolution and the diversity of organisms.
- Recognize that all organisms are composed of cells and that in one-celled organisms the cell must carry out all of the basic functions of life.
- Compare and contrast plant and animal cells, including major organelles.
- Classify organisms into the currently recognized kingdoms according to the characteristics that they share.
- Describe the hierarchal organization of multi-cellular organisms from cells to tissues to organs to systems to organisms.
- Identify the general functions of the major systems of the human body and describe ways that these systems interact with each other.

Grade Six

HEBREW

Students will be able to....

(Classes are split into 3 levels for grades 3-8. The content listed here is the middle level)

- Engage in conversations, provide and obtain information, express likes/dislikes, feelings, and emotions.
- Tell about their personal experience during transitions, their feelings and emotions (easy, hard, I like/dislike...).
- Use the future tense of *Binyan Paal* in real life contexts.
- Read/listen to stories/testimonials of children about their transitions, and adjust and start new beginnings.
- Understand the main ideas and many details of authentic texts.
- Use verbal and nonverbal cues (contextual and morphological) to interpret spoken and written texts in Hebrew.
- Recount biographies of famous Jews/Israelis; tell salient facts about the life of a famous person using a sequence of sentences.
- Read a biography (in semi-authentic Hebrew) of a person in Jewish/Israeli history, and understand most of the main points and most of the details.
- Compose interview questions, interview someone and write a summary.
- Retell and summarize stories (paraphrase) they read; understand the main ideas and details of the stories.
- Read and comprehend different genres; describe the characters/places in the book, summarize the story, create a dialogue between characters and infer the meaning of unfamiliar words using contextual clues.
- Master use of 100 verbs.
- Use past tense of *Binyan Paal* in real life contexts.

Grade Six

SOCIAL JUSTICE

Students will be able to...

- Understand *Shomrei Adamah* in terms of issues of environmental sustainability and conservation of earth's resources.
- Understand responsible alternatives for use and disposal of materials (both secular and holy items) as *Tikkun Olam*.
- Understand that *Ruach* is examining personal practices of eating (personal health/*kashrut*).
- Identify areas of brokenness in human impact on the environment.
- Understand holiness by participating in a specific project to repair the environment.

PHYSICAL EDUCATION

Students will be able to...

- Understand about respectful and safe group behavior in the community through travel to the YMCA; use safe practices appropriate for all units; practice good sportsmanship in all PE activities.
- Participate in a variety of different units, including adventure/teambuilding, dance, track and field, team and individual sports/activities; respect the preferences and differences of classmates.
- Play games with understanding of using width and depth of the field/court and the fundamentals of good teamwork; demonstrate a three-person weave in whatever sport is being studied.
- Improve muscular, aerobic fitness and flexibility and its relationship with protecting our common vulnerable areas (knees, low back, and neck); continue to study the mind-body connection in all units.
- Complete the Presidential Fitness Test (stamina, flexibility, and strength).
- Exercise individually; understand the effect exercise and healthy habits have on overall health.

Grade Six

ART

Students will be able to....

- Demonstrate understanding of how to clean and take care of materials and tools.
- Demonstrate understanding of how to use elements of design to create visual effects.
- Demonstrate interest and engagement in the artistic process through reflective response to verbal prompts about their work.
- Demonstrate understanding of various artistic styles and influences through questions and prompts.
- Demonstrate an understanding of self-reflective practice through drafting and selecting a final product.
- Demonstrate understanding of Jewish cultural and religious tradition by creating works of Judaica.
- Demonstrate an understanding of Islamic principles of design through student work.
- Demonstrate independence and creative problem solving skills.

Grade Seven

LANGUAGE ARTS

Students will be able to...

- Understand and analyzes elements and structures of poetic forms: the sonnet, free verse, the lyric poem, and the ballad.
- Identify and understand character development, subtext, soliloquies, and monologues in plays.
- Compare and contrast passages from two different pieces of literature.
- Analyze an author's use of literary techniques, such as symbolism, dramatic irony, the use of sub-plots, foreshadowing and reversal.
- Recognize common figures of speech: metaphor, simile, personification, hyperbole, extended metaphor, onomatopoeia, alliteration.
- Identify and explore the theme of how humans treat each other in person-to-person interactions, local community mores and structures, larger community rights and laws.
- Write the following genres: Poetry (sonnet, ballad, lyric, free verse); Drama (dialogue); Expository writing (persuasive essay, biography, author study).
- Revise work using a variety of editing strategies: condense text, elaborate text, adjust sentence structure, improve word choice to enhance content.
- Construct a well-developed introduction paragraph that includes background information, a concession-assertion thesis, and a preview of information.
- Construct a well-developed conclusion paragraph that includes a restated thesis, a summary of information, and a clear closing statement.
- Master correct punctuation (comma, ellipsis, semi-colon, colon, dash, hyphen).
- Identify and model the four basic types of sentences: simple, complex, compound and compound-complex.
- Eliminate awkward, incomplete, and run-on sentences.
- Spell correctly and give precise meanings for 200 grade appropriate words.
- Give an oral presentation to group with attention to content, pace, fluency, eye contact and voice projections.
- Memorize and perform a soliloquy from a Shakespearean play.

Grade Seven

MATHEMATICS

Students will be able to...

(Classes are split into three levels in grades 3-8. The content listed here is the middle level.)

- Write very large and very small numbers in decimal, exponential and scientific notation; simplify expressions with positive and negative exponents including order of operations.
- Demonstrate mastery of four basic operations with whole numbers, fractions and decimals.
- Understand and apply properties of real numbers.
- Apply ratios and proportions to solve word problems, including problems with percents, similarity, and scale.
- Understand the meaning of and perform operations with signed numbers.
- Apply the distributive property to expand expressions, factor out common factors, and combine like terms.
- Write algebraic expressions to represent situations and patterns and evaluate these expressions.
- Solve linear equations including those with variables on both sides using the properties of equality.
- Apply the distance formula to find the length of line segments on a coordinate plane.
- Recognize a linear relationship, including slope and intercept, from a table, graph, or equation.
- Understand and apply ideas about similarity and scale factors.
- Plot points in all four quadrants; graph linear equations in a coordinate plane.
- Recognize, name, and categorize three-dimensional shapes (prisms, pyramids, cylinders, cones) and create nets of these shapes.
- Calculate perimeter, area, volume and surface area; memorize the key formulas related to these calculations.
- Calculate probabilities in situations involving multipart outcomes (tossing dice, coins, using spinners, etc); calculate probability of situations involving independent and dependent events.

Grade Seven

JEWISH STUDIES

Students will be able to....

- Recognize literary characteristics of the books of Deuteronomy and Joshua by their identifying literary devices.
- Draw text connections between the book of Deuteronomy and their lives.
- Draw connections between text and personal experience.
- Compare and contrast Torah texts that present divergent ideas about the same issue.
- Describe the *mitzvah* of burying the dead with respect.
- Identify how the Mishna informs our holiday observances.
- Identify *mishnaic* sources for holiday observances.
- Identify the *megillot* and their relationship to themes and practices of the holiday.

Grade Seven

SOCIAL STUDIES

Students will be able to....

- Describe the impact of technology on the expansion of cities at the beginning of the 20th century, including automobiles and elevators, and the creation of industrial towns and their contribution to an ethnically diverse working class.
- Characterize the Gilded Age, explaining the reasons for major population growth in the United States, and the polarization of wealth that resulted from industrial expansion.
- Recognize the period between 1880 and 1930 when more than two million Jews left Europe, as a major event in Jewish history; explain reasons for this huge wave of emigration and immigration to the United States
- Explain the conditions that led to the growth of the labor union movement, and the eventual creation of the American Federation of Labor (AFL).
- Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I.
- Explain the course and significance of President Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty.
- Analyze the causes of America's policy of isolationism, and explain how World War I challenged isolationism; explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy.
- Describe the various causes and consequences of the global depression of the 1930s including the Stock Market Crash, and analyze how Americans responded to the Great Depression.
- Explain the agricultural and economic damage caused by the Dust Bowl, and the consequences of the Dust Bowl in relation to the Great Depression.
- Explain how the Great Depression and the New Deal affected American society.
- Recognize the economic role of World War II in contributing to the end of the Depression.
- Compare and contrast various forms of government including Constitutional representative democracy, monarchy, oligarchy, autocracy, and pure democracy.
- Identify the three branches of American government established by and elaborated in the Constitution, and describe the role that each branch plays in preventing an imbalance of political power.
- Identify the rights given to American citizens in the Bill of Rights and analyze how the Supreme Court has interpreted the Bill of Rights differently over the course of American history.
- Describe the origins of the Western government, particularly the law and American legal system, in *Mishna Sanhedrin*.

Grade Seven

SCIENCE

Students will be able to....

- Follow lab directions and use equipment correctly.
- Use the scientific method to answer questions, including creating data tables, making appropriate graphs, and drawing conclusions related to various experiments.
- Differentiate between weight and mass, recognizing that weight is the amount of gravitational pull on an object.
- Explain and give examples of how motion of an object can be described by its position, direction, and speed.
- Graph and interpret distance vs. time graphs for speed.
- Demonstrate the application of Newton's Laws of Motion.
- Differentiate between potential and kinetic energy and describe how kinetic energy can be transformed into potential energy and vice versa.
- Recognize that heat is a form of energy and describe how heat moves in predictable ways.
- Identify and compare examples of various transportation systems.
- Recognize that gravity is a force that pulls all things on and near Earth toward the center of Earth.
- Compare and contrast properties and conditions of objects in the solar system.
- Describe observed moon phases, tides, and lunar and solar eclipses.
- Identify and explain the steps of the engineering design process and apply the knowledge to build a prototype.
- Explain how design features such as size, shape, mass, function, and cost limitations would affect the construction of a given prototype.

Grade Seven

HEBREW

Students will be able to....

(Classes are split into 3 levels for grades 3-8. The content listed here is the middle level)

- Engage in conversations, provide and obtain information, express likes/dislikes, feelings, and emotions.
- Chronicle family stories, such as moving from place to place (country to country), the relative's special successes, adventures, life stories, etc. in chronological order.
- Tell how family traditions started.
- Tell a number of historical facts from the historical periods relatives lived in (what happened during that time).
- Compare and contrast past and present family traditions, places of residence, and family structure using past, present and future tenses.
- Understand different aspects of a book – characters, plot, etc.
- Express wishes or predictions for their family's future, such as family structure, texts about family histories; take notes while listening to other students' stories.
- Read different genres of text, including semi-authentic newspapers.
- Use future tense in different contexts.

Grade Seven

SOCIAL JUSTICE

Students will be able to...

- Understand the connection between the Tractate of *Sanhedrin* and the US Constitution.
- Understand that in a democratic society, there is a process that people go through to ensure the rights of people.
- Understand *Tzedek* as our obligation to ensure the general wellbeing of the people in our *kehillah*.
- Understand *Tzedek* as our obligation to ensure full participation in society of all people on the periphery.
- Understand holiness by participating to impact a legislative project on a national level.
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PHYSICAL EDUCATION

Students will be able to...

- Understand about respectful and safe group behavior in the community through travel to the YMCA; use safe practices appropriate for all units; practice good sportsmanship in all PE activities.
- Participate in a variety of different units, including adventure/teambuilding, dance, track and field, team and individual sports/activities; respect the preferences and differences of classmates.
- Play games with understanding of using width and depth of the field/court and the fundamentals of good teamwork; demonstrate a three-person weave in whatever sport is being studied.
- Improve muscular, aerobic fitness and flexibility and its relationship with protecting our common vulnerable areas (knees, low back, and neck); continue to study the mind-body connection in all units.
- Complete the Presidential Fitness Test (stamina, flexibility, and strength).
- Exercise individually; understand the effect exercise and healthy habits have on overall health.

Grade Seven

ART

Students will be able to...

- Demonstrate understanding of how to clean and take care of materials and tools.
- Demonstrate understanding of how to use elements of design to create visual effects.
- Demonstrate interest and engagement in the artistic process through reflective response to verbal prompts about their work.
- Demonstrate understanding of various artistic styles and influences through questions and prompts.
- Demonstrate an understanding of self-reflective practice through drafting and selecting a final product.
- Demonstrate understanding of Jewish cultural and religious tradition by creating works of Judaica.
- Demonstrate independence and creative problem solving skills.

Grade Seven

SPANISH

Students will be able to....

- Say greetings, introduce themselves, tell time, date, weather and seasons.
- Use the verbs *ser* and *estar* (to be) appropriately.
- Describe objects and classes in the classroom; use the appropriate definite and indefinite articles, singular and plural of articles and adjectives.
- Engage in a conversation regarding what there is, what they have or what they need in the classroom and in school.
- Use the question words: what, how, who, when, which and how many.
- Use subject pronouns and adjectives of characteristics.
- Express likes and dislikes, agreements and disagreements; use the indirect object pronoun appropriately.
- Engage in conversations to express interest in activities in their daily life.
- Know vocabulary to express hunger, thirst, food needs, likes, dislikes and preferences.
- Name location of activities in their daily life.
- Engage in conversation in a restaurant to order food.
- Know the food pyramid and activities to keep healthy.
- Comprehend the meaning and conjugate regular -ar, -er and -ir verbs.
- Engage in a conversation with Spanish speaking students to introduce and describe themselves, express likes and dislikes, order food, invite friends to join activities, ask time, give date, season and describe weather.

Grade Eight

LANGUAGE ARTS

Students will be able to...

- Read and discuss short stories, drama, memoir, nonfiction, and fiction in depth.
- Identify and articulate the author's purpose and point of view in a short story, a play, a memoir, and a novel.
- Identify and communicate the theme of the limits and possibilities of forgiveness within a text or texts.
- Identify and communicate how race, class, gender, culture, and religion are explored within a text or texts.
- Demonstrate understanding of philosophical texts by questioning, predicting, visualizing, inferring, summarizing, synthesizing new and prior information.
- Initiate their own research, narrow the area of inquiry, and frame research questions.
- Write comparisons of texts with reference to theme, language, narrative structure, and point of view.
- Write a multi-paragraph interpretation of a literary or informational text using evidence from the text as support.
- Write a persuasive multi-paragraph composition that demonstrates originality in analysis by drawing from multiple sources to support an argument.
- Translate first-hand experiences into a piece of fictional writing.
- Spell correctly and give precise meanings for 200 grade appropriate words.
- Identify correctly and construct independent and dependent clauses, prepositional phrases, direct objects, and indirect objects.
- Track and respond to information presented orally in a debate.
- Perform a Shakespearean scene as part of an ensemble.

Grade Eight

MATHEMATICS

Students will be able to....

(Classes are split into three levels in grades 3-8. The content listed here is the middle level.)

- Understand and simplify square roots; distinguish rational and irrational numbers; manipulate irrational expressions.
- Apply advanced techniques of finding the square root of perfect squares; approximate the square root of non-perfect squares to the nearest tenth.
- Recognize that natural numbers, whole numbers, integers, rational and irrational numbers are subsets of the real number system.
- Solve linear equations and inequalities including those with variables on both sides, using the properties of equality.
- Combine monomials and multiply and factor polynomial expressions.
- Solve systems of equations.
- Recognize a quadratic relationship from table, graph, or equation and solve quadratic equations using zero product property and the quadratic formula.
- Understand exponential growth and decay and compare them to linear growth.
- Represent common geometric shapes using coordinate geometry.
- Recognize the angles formed and the relationship between the angles formed when parallel lines are cut by a transversal.
- Use algebraic reasoning and notation to solve geometric problems.
- Use best line of fit to make predictions in real life situations.
- Perform computations involving combinations and permutations.

Grade Eight

JEWISH STUDIES

Students will be able to....

- Explain how biblical stories respond to issues of ultimate concern.
- Identify rabbinic sources for Jewish ethical behavior.
- Identify Torah sources for Jewish ethical behavior.
- Use a concordance when exploring the significance of a particular word or phrase in TaNaKH.
- Read and comprehend blocks of verses from the TaNaKH in Hebrew.
- Understand the Reform movement and its evolution in terms of *halachic* practice.
- Differentiate among the different movements in Judaism and their practices.
- Differentiate between secular and religious practice in Israel.
- Differentiate between different aspects of Jewish life as impacted by living inside Israel and outside Israel.

Grade Eight

SOCIAL STUDIES

Students will be able to...

- Identify the economic, political, and cultural issues that led to the outbreak of World War II.
- Weigh the intent and impact of American policies in World War II.
- Discuss important domestic events that took place during World War II and their impact on American society.
- Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major events of the war.
- Recognize and describe the unique set of circumstances that allowed Hitler's rise to power and how he used legal means to take civil rights away from those he perceived as enemies of the Third Reich.
- Explain how identities, both of individuals and of nations, are formed and defined, and explain the significance of those definitions; explain how democracy, race, and nationalism have shaped how nations define their identities.
- Describe the decisions that resulted in the Holocaust, and relate those decisions to modern day issues of racism, Anti-Semitism, violence, and conformity.
- Apply principles of moral and legal judgment in establishing responsibility for crimes against humanity.
- Describe actions that could contribute to the prevention of future crimes against humanity including: how we remember the past, and how those memories shape the present and future; and choosing to engage in acts of good citizenship.
- Compare and contrast the main tenets of Judaism, Christianity, and Islam, and explain the significance of Israel to each religion.
- Examine the meaning of the word "infidel" from the multiple perspectives of Christians, Jews, and Muslims at the time of the Crusades and in modern context.
- Explain factors contributing to the creation of Israel as a Jewish state.
- Explain the roots of Zionism, and describe the mission of Zionism: a national movement to ensure the return of the Jewish people to their homeland in the state of Israel.
- Describe modern Israel including political parties and structures, population and religious diversity, cultural life (the arts), languages, food, recreation, and architecture.

Grade Eight

SCIENCE

Students will be able to....

- Follow lab directions and use equipment correctly.
- Use the scientific method to answer questions, including creating data tables, making appropriate graphs, and drawing conclusions related to various experiments.
- Use the Periodic Table of Elements to determine properties of elements.
- Differentiate and give examples of elements and molecules.
- Draw and describe the parts of an atom.
- Differentiate between physical and chemical changes.
- Explain how the movements of the Earth's crustal plates cause both slow and rapid changes in the Earth's surface.
- Explain and give examples of how physical evidence, such as fossils and surface features of glaciation, support theories that the Earth has evolved over geologic time.
- Describe and give examples of ways in which the Earth's surface is built up and torn down by natural processes.
- Differentiate among radiation, conduction, and convection.
- Identify and explain the steps of the engineering design process and can apply the knowledge to build a prototype.
- Explain how design features such as size, shape, mass, function, and cost limitations would affect the construction of a given prototype.

Grade Eight

HEBREW

Students will be able to...

(Classes are split into 3 levels for grades 3-8. The content listed here is the middle level)

- Engage in conversations, provide and obtain information, express likes/dislikes, feelings, and emotions.
- Describe places of origin and places of resettlement in Israel (kibbutz, absorption center); describe correct data about places in Israel.
- Describe people of Israel, who they are, when and where they were born, their family, professions, hobbies, places of employment, and special attributes.
- Describe the historical and biographical facts; tell a number of historical facts from the historical periods people lived in (what happened during that time).
- Describe the challenges people faced when relocating and adjusting to a new country/culture, etc. using past tense (“They had to ... They lived in ... They didn’t have ...”)
- Tell/chronicle family stories of relocation, such as moving from place to place (country to country), adventures, etc. in chronological order.
- Compare different periods of immigration, different places of origin and settlement and immigrating at different ages.
- Describe the geography of Israel.
- Read, comprehend and analyze different genres of literature and use future tenses to prepare for next school experiences in written and oral presentations.
- Read newspapers for students and be familiar with current events.
- Exchange information about topics of personal interest with native speakers.
- Handle situations of buying and ordering food.
- Plan a trip of imaginary travel.

Grade Eight

SOCIAL JUSTICE

Students will be able to...

- Understand the mitzvah of *Ahavat Y'Israel* in the context of Jewish peoplehood and the State of Israel.
- Recognize historical and modern expressions of anti-Semitism.
- Understand that systems are in place in the Jewish community to help us respond to instances of anti-Semitism.
- Understand the obligation of *Ahavat Y'Israel* by responding to an area of brokenness in Israel.
- Understand *K'lal Y'Israel* by participating in a social justice project in Israel.

PHYSICAL EDUCATION

Students will be able to...

- Understand about respectful and safe group behavior in the community through travel to the YMCA; use safe practices appropriate for all units; practice good sportsmanship in all PE activities.
- Participate in a variety of different units, including adventure/teambuilding, dance, track and field, team and individual sports/activities; respect the preferences and differences of classmates.
- Play games with understanding of using width and depth of the field/court and the fundamentals of good teamwork; demonstrate a three-person weave in whatever sport is being studied.
- Improve muscular, aerobic fitness and flexibility and its relationship with protecting our common vulnerable areas (knees, low back, and neck); continue to study the mind-body connection in all units.
- Complete the Presidential Fitness Test (stamina, flexibility, and strength).
- Exercise individually; understand the effect exercise and healthy habits have on overall health.

Grade Eight

ART

Students will be able to....

- Demonstrate understanding of how to clean and take care of materials and tools.
- Demonstrate understanding of how to use elements of design to create visual effects.
- Demonstrate interest and engagement in the artistic process through reflective response to verbal prompts about their work.
- Demonstrate understanding of various artistic styles and influences through questions and prompts.
- Demonstrate an understanding of self-reflective practice through drafting and selecting a final product.
- Demonstrate understanding of Jewish cultural and religious tradition by creating works of Judaica.
- Demonstrate independence and creative problem solving skills.

Grade Eight

SPANISH

Students will be able to...

- Comprehend the meaning and conjugate regular -ar, -er and -ir verbs (present tense).
- Engage in a conversation with Spanish speaking students to introduce and describe themselves, express likes and dislikes, order food, invite friends to join in activities, ask time, give date, season and describe weather.
- Express possession, objects of prepositions, indirect object pronoun, possessive adjectives, demonstrative adjectives and prepositions.
- Use vocabulary around the themes of family and planning celebrations as well as chores related to these themes.
- Make comparisons and use adjectives of physical description.
- Use idiomatic expressions with *tener* and *hacer*.
- Master the difference between *ser* and *estar*.
- Engage in a conversation regarding the chores of the house; use commands and progressive regular verbs.
- Comprehend the meaning and conjugate the preterit tense of the regular -ar, -er, and -ir verbs.
- Engage in a conversation to express shopping needs, likes, dislikes, agreement and disagreement.
- Conjugate stem changing verbs
- Write two complete paragraphs in Spanish on a given topic of previous [vocabulary exposure.
- Read a short story and respond appropriately to questions asked in the target language regarding the story.
- Talk and write about traveling: places they have been, activities, detailed information about when, where, how, with whom.