

CONNECTIONS

for School Success

Dear Families:

This brochure provides an overview of the Wake County Public School System's eighth grade program. You will find a list of the characteristics of eighth grade students as well as sections on language arts, mathematics, social studies, science, computer/technology, information literacy, and healthful living. Students also may have instruction in second languages, dance, theatre arts, visual art, music, and career-technical education through the elective program and/or exploratory wheel.

Promotion Standards

Purpose and Standards for Progression

Students in the Wake County Public School System are required to meet promotion standards and graduation requirements. Multiple criteria shall be used for assessing students' progress.

Principals have the authority to promote and to retain students based upon the standards set by the Wake County Board of Education and the State Board of Education.

Promotion Requirements for Grades 6-8:

Students will perform at Level III (proficient) or above in the following areas:

- NC End-of-Grade Test of Reading Comprehension
- NC End-of-Grade Test in Mathematics

Students will perform at Level III or above on the Grade 7 NC Writing Assessment or demonstrate adequate progress by the end of Grade 8.

Students will receive passing grades in:

- Language Arts and Mathematics courses
- Social Studies or Science courses
- 50% of other courses

As a part of the North Carolina requirement for graduation from high school, all eighth graders must pass the eighth grade North Carolina End-of-Grade Test in Reading and Mathematics as well as the eighth grade Computer Skills test.

You may consult Board of Education Policy 5530 for additional information.

Language Arts

Eighth grade students use oral language, written language, and other media and technology for expressive, informational, argumentative, critical, and literary purposes. They continue to refine their study of language and grammar in order to speak and write effectively. Although emphasis in eighth grade is placed on using information for a specific task and persuasive writing, students also:

- Express individual perspectives through analysis and personal response.
- Refine understanding and use of argument.
- Interpret and evaluate a wide range of literature.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Critically analyze print and non-print communication.

Strands: Oral Language, Written Language, and Other Media/Technology

Goal 1: The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.

- Narrate a personal account which:
 - creates a coherent, organizing structure.
 - establishes a point of view and sharpens focus.
 - uses remembered feelings.
 - selects details that best illuminate the topic.
 - connects events to self/society.
- Analyze expressive materials that are read, heard, and/or viewed by:
 - monitoring comprehension.
 - reviewing the characteristics of expressive works.
 - determining the importance of literary effects.
 - making connections between works, self and related topics.
 - drawing inferences.
 - generating a learning log or journal.
 - maintaining an annotated list of works that are read or viewed, including personal reactions.
 - taking an active role in and/or leading formal/informal book/media talks.
- Interact in group activities and/or seminars in which the student:
 - shares personal reactions to questions raised.
 - gives reasons and cites examples from text in support of expressed opinions.
 - clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion.
- Reflect on learning experiences by:
 - evaluating how personal perspectives are influenced by society, cultural differences, and historical issues.
 - appraising changes in self throughout the learning process.

Goal 2: The learner will use and evaluate information from a variety of sources.

- evaluating personal circumstances and background that shape interaction with text.
- Analyze and evaluate informational materials that are read, heard, and/or viewed by:
 - monitoring comprehension.
 - recognizing the characteristics of informational materials.
 - summarizing information.
 - determining the importance and accuracy of information.
 - making connections to related topics/information.
 - drawing inferences and/ or conclusions.
 - generating questions.
 - extending ideas.
- Use multiple sources of print and non-print information to explore and create research products in both written and presentational forms by:
 - determining purpose, audience, and context.
 - understanding the focus.
 - recognizing and/or choosing a relevant topic.
 - recognizing and/or selecting presentational format appropriate to audience.
 - evaluating information for extraneous detail, inconsistencies, relevant facts, and organization.
 - researching and organizing information to achieve purpose.
 - using notes and/or memory aids to structure information.
 - supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources.
 - noting and/or citing sources used.
 - recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information.

Goal Three: The learner will continue to refine the understanding and use of argument.

- Explore and evaluate argumentative works that are read, heard, and/or viewed by:
 - monitoring comprehension.
 - analyzing the work by identifying the arguments and positions stated or implied and the evidence used to support them.
 - identifying the social context of the argument.
 - recognizing the effects of bias, emotional factors, and/or semantic slanting.
 - comparing the argument and counter-argument presented.
 - identifying/evaluating the effectiveness of tone, style, and use of language.
 - evaluating the author's purpose and stance.
 - making connections between works, self, and related topics.
 - responding to public documents.
- Continue to explore and analyze the use of problem-solution process by:
 - evaluating problems and solutions within various texts and situations.
 - utilizing the problem-solution process within various contexts/situations.
 - constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.
 - recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.
- Evaluate and create arguments that persuade by:
 - understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest.

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- noting and/or developing a controlling idea that makes a clear and knowledgeable judgment.
- arranging details, reasons, and examples effectively and persuasively.
- anticipating and addressing reader/listener concerns and counterarguments.
- recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.

Goal Four: The learner will continue to refine critical thinking skills and create criteria to evaluate print and non-print materials.

- Analyze the purpose of the author or creator and the impact of that purpose by:
 - monitoring comprehension.
 - evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.
 - evaluating the underlying assumptions of the author/creator.
 - evaluating the effects of author's craft.
- Analyze and develop and apply appropriate criteria to evaluate the quality of the communication by:
 - using knowledge of language structure and literary or media techniques.
 - drawing conclusions based on evidence, reasons, or relevant information.
 - considering the implications, consequences, or impact of those conclusions.
- Use the stance of a critic to:
 - consider alternative points of view or reasons.
 - remain fair-minded and open to other interpretations.
 - constructing a critical response/review of a work/topic.

Goal Five: The learner will respond to various literary genres using interpretive and evaluative processes.

- Increase the fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:
 - using effective reading strategies to match type of text.
 - reading self-selected literature and other materials of interest to the individual.

- reading literature and other materials selected by the teacher.
- assuming a leadership role in student-teacher reading conferences.
- leading small group discussions.
- taking an active role in whole class seminars.
- analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone.
- discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism.
- analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues.
- extending understanding by creating products for different purposes, different audiences, and within various contexts.
- analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences.
- Study the characteristics of literary genres through:
 - reading a variety of literature and other text (e.g. young adult novels, short stories, biographies, plays, free verse, narrative poems).
 - evaluating what impact genre-specific characteristics have on the meaning of the text.
 - evaluating how the author's choice and use of a genre shape the meaning of the literary work.
 - evaluating what impact literary elements have on the meaning of the text.

Goal Six: The learner will apply conventions of grammar and language usage.

- Model an understanding of conventional written and spoken expression by:
 - using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons.
 - using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
 - applying the parts of speech to clarify language usage.
 - using pronouns correctly, including

- clear antecedents and case.
- using phrases and clauses correctly, including proper punctuation.
- determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.
- extending vocabulary knowledge by learning and using new words.
- evaluating the use and power of dialects in standard/nonstandard English usage.
- applying correct language conventions and usage during formal oral presentation.
- Continue to identify and edit errors in spoken and written English by:
 - using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words.
 - producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.
 - self correcting errors in everyday speech.
 - independently practicing formal oral presentations

In addition to short stories, poems, drama, and nonfiction selections, eighth grade students read a minimum of three longer works. Teachers may choose from among a list of titles found on the Middle School Reading List. Students may also read self-selected titles from the Starting Points Reference Guide.

Mathematics

The eighth grade mathematics curriculum is a continuation of the concepts studied in K-7. The K-12 mathematics program is based on the study of five “strands.”

- Number and Operations
- Measurement
- Geometry
- Data Analysis and Probability
- Algebra

Study of these five strands in middle school emphasizes the skills and concepts students need to be successful in Algebra.

Major Concepts	Computational Skills to Maintain
<ul style="list-style-type: none"> • Real numbers • Linear functions • Pythagorean theorem, indirect measurement • Scatterplots • Slope • Equations and inequalities • Students will solve relevant and authentic problems using appropriate technology and apply these concepts as well as those developed in earlier years 	<ul style="list-style-type: none"> • Ratio, proportion, and percent • Factors and multiples • Box plots and histograms • Volume and surface area

Strands: Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

COMPETENCY GOAL 1: The learner will understand and compute with real numbers.

Objectives

- 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.

COMPETENCY GOAL 2: The learner will understand and use measurement concepts.

Objectives

- 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.

COMPETENCY GOAL 3: The learner will understand and use properties and relationships in geometry.

Objectives

- 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.

COMPETENCY GOAL 4: The learner will understand and use graphs and data analysis.

Objectives

- Collect, organize, analyze, and display data (including scatterplots) to solve problems.
- Approximate a line of best fit for a given scatterplot; explain the meaning of the line as it relates to the problem and make predictions.
- Identify misuses of statistical and numerical data.

COMPETENCY GOAL 5: The learner will understand and use linear relations and functions.

Objectives

- 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 and inequalities; justify symbolically and graphically.
- Solve equations using the inverse relationships of addition and subtraction, multiplication and division, squares and square roots, and cubes and cube roots.

Science

Learners will study natural and technological systems. All goals should focus on the unifying concepts of science defined by the National Science Education Standards: Systems, Order, and Organization; Evidence, Models, and Explanation; Constancy, Change, and Measurement; Evolution and Equilibrium; and Form and Function. The skills of inquiry and technological design are targeted for mastery. The concepts for which in-depth studies should be designed at eighth grade level include: Scientific Inquiry, Technological Design, Hydrosphere, Chemistry, Evolution Theory and Cellular Biology.

Strands: The Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives Strands provide the context for content goals.

COMPETENCY GOAL 1: The learner will design and conduct investigations to demonstrate an understanding of scientific inquiry.

Objectives

- Identify and create questions and hypotheses that can be answered through scientific investigations.
- Develop appropriate experimental procedures for:
 - Given questions.
 - Student generated questions.
- Apply safety procedures in the laboratory and in field studies:
 - Recognize potential hazards.
 - Safely manipulate materials and equipment.
 - Conduct appropriate procedures.
- Analyze variables in scientific investigations:
 - Identify dependent and independent.
 - Use of a control.
 - Manipulate.
 - Describe relationships between.
 - Define operationally.
- Analyze evidence to:
 - explain observations.
 - make inferences and predictions.
 - develop the relationship between evidence and explanation.
- Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations:
 - Measurement.
 - Analysis of data.
 - Graphing.
 - Prediction models.
- Prepare models and/or computer simulations to:
 - Test hypotheses.
 - Evaluate how data fit.
 - Make predictions.
- Use oral and written language to:
 - Communicate findings.
 - Defend conclusions of scientific investigations.
 - Describe strengths and weaknesses of claims, arguments, and/or data
- Use technologies and information systems to:
 - Research.
 - Gather and analyze data.
 - Visualize data.

- Disseminate findings to others.
- Analyze and evaluate information from a scientifically literate viewpoint by reading, hearing, and/or viewing:
 - Scientific text.
 - Articles.
 - Events in the popular press.

COMPETENCY GOAL 2: The learner will demonstrate an understanding of technological design.

Objectives

- Explore evidence that "technology" has many definitions.
 - Artifact or hardware.
 - Methodology or technique.
 - System of production.
 - Social-technical system.
- Use information systems to:
 - Identify scientific needs, human needs, or problems that are subject to technological solution.
 - Locate resources to obtain and test ideas.
- Evaluate technological designs for:
 - Application of scientific principles.
 - Risks and benefits.
 - Constraints of design.
 - Consistent testing protocols.
- Apply tenets of technological design to make informed consumer decisions about:
 - Products.
 - Processes.
 - Systems.

COMPETENCY GOAL 3: The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of the hydrosphere.

Objectives

- Analyze the unique properties of water including:
 - Universal solvent.
 - Cohesion and adhesion.
 - Polarity.
 - Density and buoyancy.
 - Specific heat.
- Explain the structure of the hydrosphere including:
 - Water distribution on earth.
 - Local river basin.

- Local water availability.
- Evaluate evidence that Earth's oceans are a reservoir of nutrients, minerals, dissolved gases, and life forms:
 - Estuaries.
 - Marine ecosystems.
 - Upwelling.
 - Behavior of gases in the marine environment.
 - Value and sustainability of marine resources.
 - Deep ocean technology and understandings gained.
- Describe how terrestrial and aquatic food webs are interconnected.
- Analyze hydrospheric data over time to predict the health of a water system including:
 - Temperature.
 - Dissolved oxygen.
 - pH.
 - Nitrates.
 - Turbidity.
 - Bio-indicators.
- Evaluate technologies and information systems used to monitor the hydrosphere.
- Describe how humans affect the quality of water:
 - Point and non-point sources of water pollution in North Carolina.
 - Possible effects of excess nutrients in North Carolina waters.
 - Economic trade-offs.
 - Local water issues.
- Recognize that the good health of environments and organisms requires:
 - Monitoring of the hydrosphere.
 - Water quality standards.
 - Methods of water treatment.
 - Maintaining safe water quality.
 - Stewardship.

COMPETENCY GOAL 4: The learner will conduct investigations and utilize technology and information systems to build an understanding of chemistry.

Objectives

- Understand that both naturally occurring and synthetic substances are chemicals.
- Evaluate evidence that elements combine in a multitude of ways to produce compounds that account for all living and nonliving substances.

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- Explain how the periodic table is a model for:
 - Classifying elements .
 - Identifying the properties of elements.
- Describe the suitability of materials for use in technological design:
 - Electrical Conductivity.
 - Density.
 - Magnetism.
 - Solubility.
 - Malleability.
- Identify substances based on characteristic physical properties:
 - Density.
 - Boiling/Melting points.
 - Solubility.
 - Chemical reactivity.
 - Specific heat.
- Describe and measure quantities related to chemical/physical changes within a system:
 - Temperature.
 - Volume.
 - Mass.
 - Precipitate.
 - Gas production.
- Identify evidence supporting the law of conservation of matter.
 - During an ordinary chemical reaction matter cannot be created or destroyed.
 - In a chemical reaction, the total mass of the reactants equals the total mass of the products mass of the products.
- Identify evidence that some chemicals may contribute to human health conditions including:
 - Cancer.
 - Autoimmune disease.
 - Birth defects.
 - Heart disease.
 - Diabetes.
 - Learning and behavioral disorders.
 - Kidney disease.
 - Asthma.
- Describe factors that determine the effects a chemical has on a living organism including:
 - Exposure.
 - Potency.
 - Dose and the resultant concentration of chemical in the organism.
 - Individual susceptibility.
 - Possible means to eliminate or reduce effects.
- Describe risks and benefits of chemicals including:
 - Medicines.
 - Food preservatives.
 - Crop yield.
 - Sanitation.

COMPETENCY GOAL 5: The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of evidence of evolution in organisms and landforms.

Objectives

- Interpret 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.
- Examine evidence that the geologic evolution has had significant global impact including:
 - Distribution of living things.
 - Major geological events.
 - Mechanical and chemical weathering.
- Analyze satellite imagery as a method to monitor Earth from space:
 - Spectral analysis.
 - Reflectance curves.
- Use maps, ground truthing and remote sensing to make predictions regarding:
 - Changes over time.
 - Land use.
 - Urban sprawl.
 - Resource management.

COMPETENCY GOAL 6: The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of cell theory.

Objectives

- Describe cell theory:
 - All living things are composed of cells.
 - Cells provide structure and carry on major functions to sustain life.
 - Some organisms are single cell; other organisms, including humans, are multi-cellular.
 - Cell function is similar in all living things.
- Analyze structures, functions, and processes within animal cells for:
 - Capture and release of energy.
 - Feedback information.
 - Dispose of wastes.
 - Reproduction.

- Movement.
- Specialized needs.
- Compare life functions of protists:
 - Euglena.
 - Amoeba.
 - Paramecium.
 - Volvox.
- Conclude that animal cells carry on complex chemical processes to balance the needs of the organism.
 - Cells grow and divide to produce more cells.
 - Cells take in nutrients to make the energy for the work cells do.
 - Cells take in materials that a cell or an organism needs.

COMPETENCY GOAL 7: The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of microbiology.

Objectives

- Compare and contrast microbes:
 - Size, shape, structure.
 - Whether they are living cells.
- Describe diseases caused by microscopic biological hazards including:
 - Viruses.
 - Bacteria.
 - Parasites.
 - Contagions.
 - Mutagens.
- Analyze data to determine trends or patterns to determine how an infectious disease may spread including:
 - Carriers.
 - Vectors.
 - Conditions conducive to disease.
 - Calculate reproductive potential of bacteria.
- Evaluate the human attempt to reduce the risk of and treatments for microbial infections including:
 - Solutions with anti-microbial properties.
 - Antibiotic treatment.
 - Research.
- Investigate aspects of biotechnology including:
 - Specific genetic information available.
 - Careers.
 - Economic benefits to North Carolina.
 - Ethical issues.
 - Impact for agriculture.

Social Studies

In this survey course, eighth grade students examine the roles of people, events, and issues in North Carolina history that have contributed to the unique character of the state today. Building on the fourth grade introduction, the time frame for this course covers 400 years of history. The organization is primarily chronological and reference is made to the key national phenomena that impacted North Carolina throughout these periods. Although the value and methods of historical study as a way of learning about people are stressed, key concepts of geography, civics, and economics are incorporated throughout the course for a fuller understanding of the significance of the people, events, and issues. Inherent to the study of North Carolina history is a continuing examination of local, state, and national government structures.

Strands: Geographic Relationships, Historic Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity.

COMPETENCY GOAL 1: The learner will analyze important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period.

Objectives

- Assess the impact of geography on the settlement and developing economy of the Carolina colony.
- Identify and describe American Indians who inhabited the regions that became Carolina and assess their impact on the colony.
- Compare and contrast the relative importance of differing economic, geographic, religious, and political motives for European exploration.
- Evaluate the impact of the Columbian Exchange on the cultures of American Indians, Europeans, and Africans.
- Describe the factors that led to the founding and settlement of the American colonies including religious persecution, economic opportunity, adventure, and forced migration.
- Identify geographic and political reasons for the creation of a distinct North Carolina colony and evaluate the effects on the government and economics of the colony.
- Describe the roles and contributions of diverse groups, such as American Indians, African Americans, European immigrants, landed gentry, tradesmen, and small farmers to everyday life in colonial North Carolina, and compare them to the other colonies.

COMPETENCY GOAL 2: The learner will trace the causes and effects of the Revolutionary War, and assess the impact of major events, problems, and personalities during the Constitutional Period in North Carolina and the new nation.

Objectives

- Trace the events leading up to the Revolutionary War and evaluate their relative significance in the onset of hostilities.
- Describe the contributions of key North Carolina and national personalities from the Revolutionary War era and assess their influence on the outcome of the war.
- Examine the role of North Carolina in the Revolutionary War.
- Examine the reasons for the colonists' victory over the British, and evaluate the impact of military successes and failures, the role of foreign interventions, and on-going political and economic domestic issues.
- Describe the impact of documents such as the Mecklenburg Resolves, the Halifax Resolves,

the Albany Plan of Union, the Declaration of Independence, the State Constitution of 1776, the Articles of Confederation, the United States Constitution, and the Bill of Rights on the formation of the state and national governments.

COMPETENCY GOAL 3: The learner will identify key events and evaluate the impact of reform and expansion in North Carolina during the first half of the 19th century.

Objectives

- Describe the causes of the War of 1812 and analyze the impact of the war on North Carolina and the nation.
- Investigate the conditions that led to North Carolina's economic, political, and social decline during this period and assess the implications for the future development of the state.
- Identify and evaluate the impact of individual reformers and groups and assess the effectiveness of their programs.
- Describe the development of the institution of slavery in the State and nation, and assess its impact on the economic, social, and political conditions.
- Compare and contrast different perspectives among North Carolinians on the national policy of Removal and Resettlement of American Indian populations.
- Describe and evaluate the geographic, economic, and social implications of the North Carolina Gold Rush.
- Explain the reasons for the creation of a new State Constitution in 1835, and describe its impact on religious groups, African Americans, and American Indians.
- Examine the impact of national events such as the Louisiana Purchase, the Lewis and Clark Expedition, the War with Mexico, and the California Gold Rush, and technological advances on North Carolina.

COMPETENCY GOAL 4: The learner will examine the causes, course, and character of the Civil War and Reconstruction, and their impact on North Carolina and the nation.

Objectives

- Identify and analyze the significance of the causes of secession from the Union, and compare reactions in North Carolina to reactions in other regions of the nation.
- Describe the political and military developments of the Civil War and analyze their effect on the outcome of the war.
- Assess North Carolina's role in the Civil War and analyze the social and economic impact of the war on the state.
- Evaluate the importance of the roles played by individuals at the state and national levels during the Civil War and Reconstruction Period.
- Analyze the political, economic, and social impact of Reconstruction on the state and identify the reasons why Reconstruction came to an end.

COMPETENCY GOAL 5: The learner will evaluate the impact of political, economic, social, and technological changes on life in North Carolina from 1870 to 1930.

Objectives

- Identify the role played by the agriculture, textile, tobacco, and furniture industries in North Carolina, and analyze their importance in the economic development of the state.
- Examine the changing role of educational, religious, and social institutions in the state and analyze their impact.
- Describe the social, economic, and political impact of migration on North Carolina.

- Identify technological advances, and evaluate their influence on the quality of life in North Carolina.
- Assess the influence of the political, legal, and social movements on the political system and life in North Carolina.
- Describe North Carolina's reaction to the increasing United States involvement in world affairs including participation in World War I, and evaluate the impact on the state's economy.

COMPETENCY GOAL 6: The learner will analyze the immediate and long-term effects of the Great Depression and World War II on North Carolina.

Objectives

- Identify the causes and effects of the Great Depression and analyze the impact of New Deal policies on Depression Era life in North Carolina.
- Describe the significance of major events and military engagements associated with World War II and evaluate the impact of the war on North Carolina.
- Examine the significance of key ideas and individuals associated with World War II.
- Assess the impact of World War II on the economic, political, social, and military roles of different groups in North Carolina including women and minorities.

COMPETENCY GOAL 7: The learner will analyze changes in North Carolina during the postwar period to the 1970's.

Objectives

- Analyze the extent and significance of economic changes in North Carolina.
- Evaluate the importance of social changes to different groups in North Carolina.
- Assess the influence of technological advances on economic development and daily life.
- Compare and contrast the various political viewpoints surrounding issues of the post World War II era.
- Evaluate the major changes and events that have effected the roles of local, state, and national governments.

COMPETENCY GOAL 8: The learner will evaluate the impact of demographic, economic, technological, social, and political developments in North Carolina since the 1970's.

Objectives

- Describe the changing demographics in North Carolina and analyze their significance for North Carolina's society and economy.
- List economic and technological advances occurring in North Carolina since 1970, and assess their influence on North Carolina's role in the nation and the world.
- Describe the impact of state and national issues on the political climate of North Carolina.
- Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.

COMPETENCY GOAL 9: The learner will explore examples of and opportunities for active citizenship, past and present, at the local and state levels.

Objectives

- Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.
- Identify past and present state and local leaders from diverse cultural backgrounds and assess their influence in affecting change.
- Describe opportunities for and benefits of civic participation.

Second Languages

Language learning is sequential, cyclical, and spiral in nature; therefore, aspects of the following curriculum are covered and practiced in each second language and each level of study in middle school.

Interpersonal Communication

- Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present time.
- Exchange information by asking and answering questions orally and in writing.
- Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.
- Engage in conversation about everyday topics.
- Use culturally acceptable vocabulary, idiomatic expressions and gestures in conversation.

Interpretive Communication

- Demonstrate understanding of oral and written phrases and sentences from simple texts dealing with familiar topics.
- Demonstrate understanding of familiar oral and written questions presented without visual cues or props.
- Understand and follow oral and written directions, commands, and requests.
- Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources (e.g., books, videos, magazines, internet, radios).
- Make inferences, predict outcomes, and draw conclusions from oral and written passages.

Presentational Communication

- Present skits, poetry, and songs.
- Recombine known language to produce personalized statements.
- Compose paragraphs related to personal experience.
- Compose short messages, announcements, advertisements, postcards, and simple letters.
- Summarize orally and in writing main idea(s) from selected material.
- Tell or retell a story orally or in writing.
- Give directions or commands orally or in writing.

Cultures

- Recognize and use age-appropriate cultural practices/behaviors in daily activities.
- Interact using everyday greetings and idiomatic expressions.
- Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
- Demonstrate understanding of the target cultures through a variety of literary genres and the arts.
- Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.
- Identify important individuals from the past and present and their contributions to the target cultures.
- Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, cultural artifacts, and/or interaction with people from those cultures.
- Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.

Comparisons

- Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).
- Compare and contrast structural patterns in the target language and his/her own language(s).
- Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.
- Recognize words, phrases, and idioms that do not translate directly from one language to another and their impact on communication.
- Identify connections among languages by recognizing cognates and loan words.
- Continue to develop an appreciation for cultural differences by patterns of behavior or interaction in various cultural settings including his/her own.
- Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target culture and his/her own culture.

- Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to his/her own.
- Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and examine the viewpoints behind them.
- Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life.
- Demonstrate an understanding of the mutual impact of the target culture and his/her own culture.

Connections

- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
- Share information with others about topics from other disciplines in the target language.
- Recognize and apply learning strategies and processes from other disciplines.
- Develop learning strategies in the target language which can be used in other disciplines.

Communities

- Perform and/or participate in a school or community celebration or competition.
- Share knowledge of the target language and cultures with others.
- Interact with people of other cultures in the target language about familiar topics.
- Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- Identify occupations within the community and beyond that require proficiency in the target language.
- View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

Arts Education

Music

The eighth grade music program is implemented through vocal and instrumental music electives. Through music, students will:

- demonstrate appropriate expressive and technical vocal and instrumental practices.
- demonstrate pitch and rhythmic accuracy.
- read and notate rhythmic and melodic patterns.
- identify and apply traditional symbols and terms and use appropriate terminology.
- improvise, compose, and arrange music.
- listen to, analyze, and evaluate music.
- develop an understanding of music in relation to history, culture, and other content areas.
- show respect for the efforts of others.

Strands: Creating, Performing, Responding, Understanding.

The Learner will:

- Sing, alone and with others, a varied repertoire of music.
- Play on instruments, alone and with others, a varied repertoire of music.
- Improvise melodies, variations, and accompaniments.
- Compose and arrange music within specified guidelines.
- Read and notate music.
- Listen to, analyze, and describe music.
- Evaluate music and music performances.
- Understand relationships between music, the other arts, and content areas outside the arts.
- Understand music in relation to history and culture.

Visual Arts

The eighth grade visual art program is implemented through electives in two- and three-dimensional design. Through visual arts, students will use different media to:

- plan and organize for unique and original solutions.
- seek inspiration from other artists.
- use increasingly complex ideas and original expressions.
- develop expressive media techniques to reach an original and personal solution.
- develop original solutions.
- use environmental imagery.
- understand the history, purpose, and function of visual arts.
- evaluate the effectiveness of a work of art.
- critique artwork.
- interpret and analyze artwork.
- assess the ways art enhances all aspects of life.

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting.

The Learner will:

- Develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.
- Develop skills necessary for understanding and applying media, techniques, and processes.
- Organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.
- Choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.
- Understand the visual arts in relation to history and cultures.
- Reflect upon and assess the characteristics and merits of their work and the work of others.
- Perceive connections between visual arts and other disciplines.
- Develop an awareness of art as an avocation and profession.

Dance

The eighth grade dance program may be implemented through modern dance electives or integrated into a variety of academic classes to enrich the student's total learning experience. Through dance, students will:

- refine kinesthetic awareness.
- synthesize the elements of dance in composition.
- explore and effectively utilize a variety of methods for creating dance.
- effectively use dance to communicate.
- refine aesthetic awareness and the ability to evaluate and analyze dance.
- develop an increasing understanding of the role of dance in various cultures, societies, and historical periods.
- identify and utilize healthy practices that allow safe dance.
- apply the interrelationships among dance and other content areas to choreography.
- develop an appreciation and understanding of dance as an art form.
- explore career possibilities in the world of dance.

Strands: Creating, Performing, Responding, Understanding.

The Learner will:

- Identify and demonstrate movement elements and skills in performing dance
- Understand choreographic principles, processes, and structures
- Understand that dance can create and communicate meaning
- Apply and demonstrate critical and creative thinking skills in dance
- Demonstrate and understand dance in various cultures and historical periods
- Make connections between dance and healthful living
- Make connections between dance and other content areas
- Understand dance as an art form with a range of opportunities for involvement

Theatre Arts

The eighth grade theatre arts program may be implemented through drama electives or integrated into a variety of academic classes to enrich the student's total learning experience. Through theatre arts, students will:

- analyze, critique, and write plays.
- refine acting techniques to create characters.
- adapt and use available resources to execute theatre.
- expand theatre vocabulary.
- assume roles of the production staff.
- study theatre history from Elizabethan to modern times.
- demonstrate appropriate audience etiquette.

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing.

The Learner will:

- Write based on personal experience and heritage, imagination, literature, and history.
- Act by interacting in improvisations and assuming roles.
- Design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.
- Research by finding information to support informal or formal productions
- Understand the visual arts in relation to history and cultures
- Compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.
- Analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.
- Understand context by analyzing the role of theatre, film, television, and

Information Literacy

- Participate in silent and voluntary reading, read-aloud, storytelling, and booktalking experiences.
- Acknowledge ownership of ideas in a variety of formats.
- Identify elements of composition.
- Identify characteristics of various genres.
- Explore, select, and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
- Identify characteristics and advantages of various media formats for a specific task.
- Identify published criteria of excellence for resources.
- Develop and articulate personal criteria for selecting resources for information needs and enjoyment.
- Apply identified criteria to select resources.

- Determine accuracy, relevance, and comprehensiveness of information resources.
- Recognize the power of media to influence.
- Describe personal cultural heritage and environment.
- Identify bias and stereotypes
- Relate cultural similarities and differences to personal heritage and environment.
- Identify potential research process models.
- Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events.
- Identify information needs and formulate questions about those needs.
- Develop a search strategy which includes continuous evaluation of both the research process and the information gathered.
- Follow acceptable use guidelines (AUP/IUP)

- in accessing information.
- Comply with the Copyright Law (P.S. 94-553) and apply fair use copyright guidelines in all projects.
- Organize and use information, and credit sources in all print, non-print, and electronic products.
- Produce and present findings in various formats appropriate to audience and purpose.
- Describe, support an opinion, and/or persuade an audience using a variety of media formats.
- Collaborate with others, both in person and through technologies, to identify information problems and to design, develop, and evaluate information products and solutions.

Healthful Living

Goal 1: Mental and Emotional Well-Being

- Analyze defense mechanisms and distinguish between the healthy and harmful utilization of each.
- Identify the causes, signs, and effects of depression and resources for help.
- Identify the warning signs of suicide and develop a plan for seeking help.
- Summarize the characteristics of a mentally and emotionally healthy person.

Goal 2: Personal and Consumer Health

- Infer the behavioral and environmental factors associated with the leading actual causes of death in the United States.
- Perform the Heimlich maneuver and demonstrate basic CPR techniques and procedures on a mannequin, and pass a Red Cross or American Heart Association approved test of CPR skills.
- Evaluate the accuracy and significance of media reports on health and medical research.
- Determine how certain fads affect health (e.g. body piercing, tattooing, and artificial fingernails).
- Advocate for the importance of early detection and demonstrate the ability to recognize early warning signs of skin cancer.
- Appraise personal health status.
- Predict the potential personal health consequences of global environmental problems.
- Evaluate how personal behaviors contribute to environmental improvement and destruction.

Goal 3: Communication and Relationship Skills

- Analyze factors contributing to violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse) and identify resources for seeking help.
- Predict how intolerance affects others and demonstrate strategies for promoting tolerance.
- Demonstrate communication skills to build and maintain healthy relationships.
- Demonstrate strategies and skills in responding to approaches by unknown people (via internet, telephone, or face to face).
- Critique how the behavior of family and peers affects interpersonal communication.
- Identify signs of an unhealthy relationship and demonstrate the ability to access resources (family, schools, and community) for help.
- Summarize how sexually transmitted diseases, including HIV, are transmitted and demonstrate skills and strategies for remaining or becoming abstinent from sexual activity to avoid sexually transmitted diseases and unintended pregnancy. Encourage students to discuss selected skills and strategies with their parents, caregivers, or a trusted adult.
- Compare and contrast methods of contraception, their effectiveness and failure rates, and the risks associated with different methods of contraception, as a means of preventing sexually transmitted diseases, including HIV/AIDS.

- Evaluate how a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.

Goal 4: Nutrition and Physical Activity

- Identify food preparation techniques that add less fat and sugar to foods.
- Analyze barriers to personal healthful eating patterns and describe strategies for overcoming these barriers.
- Evaluate the benefit of consuming adequate amounts of Vitamins A, E, and C, magnesium, calcium, iron, fiber, folic acid, and water and a variety of foods that contain high amounts of each nutrient.
- Demonstrate the ability to develop a healthful personal eating plan that incorporates food choices inside and outside of the home setting.
- Differentiate between body composition and body weight, and compare and contrast the strengths and weaknesses of using a variety of methods for assessing body composition.
- Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.
- Identify media and peer pressures for unhealthy weight control through eating disorders, fad dieting, excessive exercise, and smoking.
- Recognize and describe signs, symptoms, and consequences of common eating disorders and identify resources for help.
- Demonstrate how to calculate a Body Mass Index and explain the purpose, limitations, and possible uses of BMI scores.
- Analyze and explain the benefits of physical activity (physical, social, and emotional).

Goal 5: Substance Abuse

- Determine the relationship between alcohol and other drug use and other health risks (including violent behaviors, unintentional injuries, sexual risk behaviors, and suicide).
- Describe the health risks associated with using performance-enhancing drugs.
- Analyze the purpose and benefit of policies and laws related to the sale and use of tobacco products (federal, state, local, and school).
- Determine positive alternatives to using alcohol and other drugs.
- Describe methods of encouraging others not to use illegal substances.
- Analyze anti-cigarette and anti-spit tobacco advertisements.
- Describe the risks associated with alcohol and other drug use and driving.

Goal 6: Lifetime Physical Activities

- Successfully perform a variety of contemporary and popular dances.
- Demonstrate square, folk, and social dance skills.
- Create and perform routines that use a variety of biomechanical and motor skill patterns.
- Demonstrate competence in advanced skills needed for team or dual games and sports.
- Demonstrate competence in advanced skills needed for individual physical activity such as creating open space on offence

or defensive strategies in a variety of activities.

- Create and perform sequential movement routines.

Goal 7: Learning and Performance of Physical Activities

- Understand and apply offensive and defensive strategies in relation to physical activities.
- Demonstrate knowledge for effective timing and sequencing for skill performance.
- Know and apply rules and safe practices in a variety of physical activities.
- Demonstrate competence in biomechanical concepts and motor skill development.

Goal 8: Physically Active Lifestyle

- Evaluate the benefits and value of various physical activities for personal fitness programs.
- Establish and implement personal physical activity goals and evaluate progress toward goals.
- Participate in a variety of vigorous physical activities to achieve personal fitness program goals within the school or community setting.

Goal 9: Health-Related Fitness Levels

- Explain the importance and implications of the principles of cardiovascular and strength training.
- Complete a valid and reliable pre and post health-enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart.
- Monitor the physiological effects (e.g. respiratory rate, resting and recovery heart rates) of a variety of activities on the body.
- Explain the relationship between physical activity, nutrition, and adequate rest/sleep and weight management.

Goal 10: Personal and Social Behaviors

- Willingly join others of diverse culture, ethnicity, and gender during physical activity.
- Work cooperatively with peers of differing skill to promote a safe school environment.
- Recognize causes and then demonstration potential solutions to issues as related to a safe school environment and the physical activity setting.
 - Controversial decisions
 - Safe areas of play
- Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.
- Display empathy to the feelings of others during physical activities.
- Recognize the diversity and/or different cultures differences in participation in physical activity.

Career and Technical Education

Career and Technical Education experiences for middle school students are exploratory in nature and do not develop career-specific skills. Courses are offered in the general program areas of Business and Information Technology Education, and Career Development. Through these courses students develop knowledge of themselves in relation to the world of work so they can make good consumer decisions and begin considering career directions.

Courses in Business and Information Technology Education allow students to develop skills in the areas of general computer literacy, touch keying, document formatting, database management, electronic spreadsheets, and telecommunications. Proper touch keying skills are essential skills that should be developed in middle grades. Touch keying and document formatting skills are building blocks for skills that are taught in high school Business and Information Technology Education courses. Students acquire skills that are applicable for personal and classroom use.

Courses in Family and Consumer Sciences are designed to:

- prepare for competence in the work of home and family as well as for occupations.
- explore and apply life management skill experiences to the essential tasks of everyday living.
- practice social, human relations, and communication skills for use in the home and workplace.
- reflect the priorities and concerns related to managing resources; making life, career, and consumer decisions; improving nutrition and wellness; conserving limited resources; and understanding the impact of new technology.

In Technology Education, students use a variety of traditional technology tools as well as modern technology equipment. Integrated with the traditional are modern equipment and software including Computer Assisted Drawing (CAD), robotic arms, camcorders, CNC mills, electronics kits, and digital cameras.

Curriculum design, materials, and teaching strategies take into account the characteristics, nature, and learning styles of the middle grades student. Teaching strategies recommended for all course offerings include:

- Hands-on approaches
- Cooperative learning
- Inquiry methods
- Community involvement
- Integration of academic skills

Commonalities among all course offerings include:

- Critical and creative thinking
- Communication skills
- Problem solving
- Leadership/citizenship
- Career information and planning
- Impact of technology

Programs in Career and Technical Education (CTE) are designed to contribute to the broad educational achievement of students. These CTE programs contribute to students being able to:

- identify, organize, plan, and allocate resources—time, money, materials and facilities, and human resources.
- work with others by participating as a team member, serving clients/customers, negotiating, and working with diversity.
- acquire and use information.
- work with and operate effectively within social organizations and technological systems.
- work with a variety of technologies.
- contribute to the development of reading, writing, listening, speaking, and mathematical skills.
- contribute to the development of thinking creatively, making decisions, solving problems, and reasoning.

These courses will provide building blocks from which students may choose based on the results of their interest inventories and assessments. Development of an individual career development plan should be an outcome of the middle grades experience.

Computer/Technology

Grade 8 Focus Areas

- Responsible and safe use of online resources
- Using Copyright and Fair Use guidelines
- Using spreadsheets and databases relevant to classroom assignments
- Choosing charts/tables or graphs to best represent data
- Conducting online research and evaluating the information found
- Using word processing/desktop publishing for classroom assignments/projects
- Selecting and using a variety of technological tools to develop projects in content areas

Competency Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computers and other technologies.

Competency Goal 2: The learner will demonstrate knowledge and skills in the use of computers and other technologies.

Competency Goal 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

As a North Carolina requirement for graduation from high school, all students must pass the North Carolina Online Test of Computer Skills.

Working alone at the computer, the student will be asked to demonstrate proficiency in:

- Editing and formatting a word processing file with specific directions
- Modifying, sorting, and searching databases
- Adding a record and/or field to a database
- Locating, changing, and inserting data in a spreadsheet to answer “what if” questions
- Creating charts/graphs from a spreadsheet

In addition, the student will be asked to use appropriate terminology in describing the steps he/she uses to answer the database and spreadsheet questions.

There are also multiple choice questions pertaining to word processing, database and spreadsheet use, telecommunications, ethics, societal impact, computer terms, operations and care, and classroom applications of software.

This test is first administered in the eighth grade. If the student does not pass the test, he/she will have opportunities to receive remediation and retake the test.

Character Traits

Listed below are some character traits that our school system believes are an important part of every child's education. Whenever possible, teachers include these special characteristics in their lessons and classroom activities.

Courage: Having the determination to do the right thing even when others don't; the strength to follow your conscience rather than the crowd. Attempting difficult things that are worthwhile.

Good Judgment: Choosing worthy goals and setting proper priorities. Thinking through the consequences of your actions. Basing decisions on practical wisdom and good sense.

Integrity: Having the inner strength to be truthful, trustworthy and honest in all things. Acting justly and honorably.

Kindness: Being considerate, courteous, helpful, and understanding of others. Showing care, compassion, friendship, and generosity. Treating others as you would like to be treated.

Perseverance: Being persistent in pursuit of worthy objectives in spite of difficulty, opposition, or discouragement. Exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.

Respect: Showing high regard for authority, for other people, for self, for property, and for country. Understanding that all people have value as human beings.

Responsibility: Being dependable in carrying out obligations and duties. Showing reliability and consistency in words and conduct. Being accountable for your own actions. Being committed to active involvement in your community.

Self-Discipline: Demonstrating hard work and commitment to purpose. Regulating yourself for improvement and restraining from inappropriate behaviors. Being in proper control of your words, actions, impulses, and desires. Choosing abstinence from premarital sex, drugs, alcohol, tobacco, and other harmful substances and behaviors. Doing your best in all situations.

For more information on the Standard Course of Study, please visit the NC Department of Public Instruction website: <http://www.dpi.state.nc.us/curriculum/>

For more information on the Wake County Public School System Curriculum and Instruction program, please visit our website: <http://www.wcpss.net/curriculum-instruction/>

English as a Second Language

Students whose native language is not American Standard English and who qualify through the IPT English Proficiency Assessment may enroll in the optional English as a Second Language (ESL) program. The focus of the ESL classroom is to help students obtain English proficiency in order to participate fully and successfully in all academic areas. The ESL program utilizes the English Language Development Standard Course of Study (ELD).

The ELD is organized around four goals that are related to the four language skills and define the major program outcomes. Objectives have been developed for each of the six proficiency levels.

- **Goal 1: Listening** – The learner will comprehend spoken English in a variety of personal, social, and academic contexts.
- **Goal 2: Speaking** – The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.
- **Goal 3: Reading** – The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.
- **Goal 4: Writing** – The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.

Four strands are woven throughout the ELD. These strands are major elements of the program that are relevant across the grade levels and provide unifying threads of understanding supported by the goals and objectives.

- **Grammar and Usage** – Learners will demonstrate progressive capability to apply grammar and language conventions to communicate effectively.
- **Comprehension** – Learners will develop progressive capability to understand speech and text that is read, heard, and viewed.
- **Personal Expression** – Learners will develop progressive capability to express themselves orally and in writing to communicate with others.
- **Content Application** – Learners develop progressive capability to apply vocabulary and language skills to all academic disciplines.

Characteristics of Young Adolescents

Children develop in a natural sequence of growth, moving through similar, predictable stages of development. We must be careful, however, not to expect all children to move at the same pace. Children are unique individuals and will pass through the developmental stages at their own rates.

Generally, young adolescents in grades six through eight, are similar in the ways that they learn. They learn by doing, experiencing, and through their senses. Broad intellectual characteristics for this age group are as follows:

- Display a wide range of skills and abilities
- Are in a transition period from concrete to abstract thinking
- Are intensely curious
- Prefer active over passive learning activities
- Prefer interaction with peers during learning activities
- Appreciate opportunities to participate in real life situations
- Show heightened self-centeredness
- Will argue to convince others or to clarify own thinking
- Begin to show independent, critical thinking
- Have a strong need for positive feedback and may easily be discouraged
- Are inquisitive about adults, often challenge their authority, and observe them keenly
- Begin to understand higher levels of humor