

## 8th Grade Critical Standards English Language Arts

1 & 10. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RL.8.1]

4 & 13. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. [RL.8.4]

8 ) Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. [RL.8.9]

20 ) Write arguments to support claims with clear reasons and relevant evidence. [W.8.1]

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. [W.8.1a]

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.8.1b]

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. [W.8.1c]

d. Establish and maintain a formal style. [W.8.1d]

e. Provide a concluding statement or section that follows from and supports the argument presented. [W.8.1e]

23 ) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.8.4]

27 ) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. [W.8.8]

30 ) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly. [SL.8.1]

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.8.1a]

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.8.1b]

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. [SL.8.1c]

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. [SL.8.1d]

33 ) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. [SL.8.4]

36 ) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.8.1]

a. Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. (Alabama)

b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. [L.8.1a]

c. Form and use verbs in the active and passive voice. [L.8.1b]

d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. [L.8.1c]

e. Recognize and correct inappropriate shifts in verb voice and mood.\* [L.8.1d]

37 ) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.8.2]

a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. [L.8.2a]

b. Use an ellipsis to indicate an omission. [L.8.2b]

c. Spell correctly. [L.8.2c]

8th Grade  
Math Critical Standards

3 ) Know and apply the properties of integer exponents to generate equivalent numerical expressions. [8-EE1]

7 ) Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. [8-EE5]

9 ) Solve linear equations in one variable. [8-EE7]

a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers). [8-EE7a]

b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions, using the distributive property and collecting like terms. [8-EE7b]

10 ) Analyze and solve pairs of simultaneous linear equations. [8-EE8]

a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersections of their graphs because points of intersection satisfy both equations simultaneously. [8-EE8a]

b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. [8-EE8b]

Example:  $3x + 2y = 5$  and  $3x + 2y = 6$  have no solution because  $3x + 2y$  cannot simultaneously be 5 and 6.

c. Solve real-world and mathematical problems leading to two linear equations in two variables. [8-EE8c]

12 ) Compare properties of two functions, each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). [8-F2]

14 ) Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two  $(x,y)$  values, including reading these from a table or from a graph. Interpret the rate of change and initial value of linear function in terms of the situation it models and in terms of its graph or a table of values. [8-F4]

15 ) Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. [8-F5]

18 ) Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. [8-G3]

20 ) Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. [8-G5]

22 ) Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. [8-G7]

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8th Grade  
Social Studies Critical Standards

1 ) Explain how artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people.

- Identifying the founding of Rome as the basis of the calendar established by Julius Caesar and used in early Western civilization for over a thousand years
- Identifying the birth of Christ as the basis of the Gregorian calendar used in the United States since its beginning and in most countries of the world today, signified by *B.C.* and *A.D.*
- Using vocabulary terms other than *B.C.* and *A.D.* to describe time

Examples: *B.C.E.*, *C.E.*

- Identifying terms used to describe characteristics of early societies and family structures

Examples: *monogamous*, *polygamous*, *nomadic*

2 ) Analyze characteristics of early civilizations in respect to technology, division of labor, government, calendar, and writings.

- Comparing significant features of civilizations that developed in the Tigris-Euphrates, Nile, Indus, and Huang He River Valleys

Examples: natural environment, urban development, social hierarchy, written language, ethical and religious belief systems, government and military institutions, economic systems

- Identifying on a map locations of cultural hearths of early civilizations

Examples: Mesopotamia, Nile River Valley

3 ) Compare the development of early world religions and philosophies and their key tenets.

- Identifying cultural contributions of early world religions and philosophies

Examples: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods, Phoenicians

4 ) Identify cultural contributions of Classical Greece, including politics, intellectual life, arts, literature, architecture, and science.

5 ) Describe the role of Alexander the Great in the Hellenistic world.

- Defining boundaries of Alexander the Great's empire and its economic impact
- Identifying reasons for the separation of Alexander the Great's empire into successor kingdoms
- Evaluating major contributions of Hellenistic art, philosophy, science, and political thought

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7 ) Describe the widespread impact of the Roman Empire.

- Tracing important aspects of the diffusion of Christianity, including its relationship to Judaism, missionary impulse, organizational development, transition from persecution to acceptance in the Roman Empire, and church doctrine
- Explaining the role of economics, societal changes, Christianity, political and military problems, external factors, and the size and diversity of the Roman Empire in its decline and fall

8 ) Describe the development of a classical civilization in India and China.

- Identifying the effect of monsoons on India
- Identifying landforms and climate regions of China

Example: marking landforms and climate regions of China on a map

11 ) Describe early Islamic civilizations, including the development of religious, social, and political systems.

- Tracing the spread of Islamic ideas through invasion and conquest throughout the Middle East, northern Africa, and western Europe

12 ) Describe China's influence on culture, politics, and economics in Japan, Korea, and Southeast Asia.

13 ) Compare the African civilizations of Ghana, Mali, and Songhai to include geography, religions, slave trade, economic systems, empires, and cultures.

- Tracing the spread of language, religion, and customs from one African civilization to another
- Illustrating the impact of trade among Ghana, Mali, and Songhai

16 ) Describe major cultural changes in Western Europe in the High Middle Ages (1000-1300 A.D.).

- Describing changing roles of church and governmental leadership
- Comparing political developments in France, England, and the Holy Roman Empire, including the signing of the Magna Carta
- Describing the growth of trade and towns resulting in the rise of the middle class

17 ) Explain how events and conditions fostered political and economic changes in the late Middle Ages and led to the origins of the Renaissance.

- Identifying changes in the arts, architecture, literature, and science in the late Middle Ages (1300-1400 A.D.)