

|  | RL 8.13 | - Analyze the extent to which a film or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. |
| :---: | :---: | :---: |
|  | RL 8.14 | - 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; analyze how two or more texts address similar themes or topic in order to build knowledge or to compare the approaches the authors take. |
|  | Range of Reading and Level of Text Complexity |  |
|  | RL 8.15 | - Read and comprehend complex literary text including stories, dramas, and poems, independently and proficiently at the eighth grade complexity level. |
|  | Informational Text |  |
|  | Key Ideas and Details |  |
|  | RI 8.1 | - Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusion drawn from the text. |
|  | RI 8.2 | - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|  | RI 8.3 | - Analyze how a text makes connections and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
|  | RI.8.4 | - Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|  | Craft and Structure |  |
|  | RI.8.5 | - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|  | RI.8.6 | - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|  | RI 8.7 | - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
|  | RI 8.8 | - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. |
|  | RI 8.9 | - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
|  | Integration of Knowledge and Ideas |  |
|  | RI.8.10 | - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
|  | RI 8.11 | - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present. |
|  | RI 8.12 | - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
|  | RI 8.13 | - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take; identify where the texts disagree on matters of fact or interpretation. |
|  | Range of Reading and Level of Text Complexity |  |


|  | RI.8.14 | - Independently monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing. |
| :---: | :---: | :---: |
|  | RI.8.15 | - Plan, monitor, regulate, and evaluate skills, strategies, and processes for independent reading comprehension by applying appropriate metacognitive skills (ex.SQ3R, pattern guides, process of reading guides). |
|  | RI 8.16 | - Read and comprehend literary nonfiction and informational texts, including history/social studies, science, and technical texts independently and proficiently at the eighth grade complexity level. |
|  | WRITING |  |
|  | Text Types and Purposes |  |
|  | W 8.1 | - Write arguments to support claims with clear reasons and relevant evidence. |
|  | W 8.1a | - Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically. |
|  | W 8.1b | - Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
|  | W 8.1c | - Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence. |
|  | W 8.1d | - Establish and maintain a formal style. |
|  | W 8.1e | - Provide a concluding statement or section that flows from and supports the argument presented. |
|  | W 8.2 | - Write informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of relevant content. |
|  | W 8.2a | - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. |
|  | W 8.2b | - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|  | W 8.2c | - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
|  | W 8.2d | - Use precise language and domain-specific vocabulary to inform or explain the topic. |
|  | W 8.2e | - Establish and maintain a formal style. |
|  | W 8.2f | - Provide a concluding statement or section that flows from and supports the information or explanation presented. |
|  | W 8.3 | - Write narrative pieces to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. |
|  | W.8.3a | - Build foundation for the audience by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
|  | W.8.3b | - Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events and/or characters. |
|  | W.8.3c | - Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships between experiences and events. |


|  | W.8.3d | - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| :---: | :---: | :---: |
|  | W.8.3e | - Provide a conclusion that follows from and reflects on the narrated experiences or events. |
|  | W.8.4 | - Write a historical expository piece ( journal, biography, simulated memoir) that includes appropriate organization, illustrations, marginal notes, and or annotations. |
|  | W.8.5 | - Write a personal experience essay (autobiographical incident) for an authentic audience that includes organizational patterns that support key ideas. |
|  | W.8.6 | - Write a descriptive piece (eyewitness report) with clear details answering who, what, where, when, why, and how. |
|  | W.8.7 | - Write prayers, petitions, and journal entries using personal reflection based on scripture and Catholic social teachings. |
|  | W.8.8 | - Formulate research questions that demonstrate critical evaluation of multiple resources and perspective, and arguments/counter arguments to develop of thesis statement that culminates in a presented, final project incorporating Catholic social teachings. |
|  | Production and Distribution of Writing |  |
|  | W 8.9 | - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|  | W 8.10 | - With guidance and support from peers and adults, as well as independently, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|  | W 8.11 | - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|  | Research to Build and Present Knowledge |  |
|  | W 8.12 | - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
|  | W 8.13 | - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|  | W 8.14 | - Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|  | W 8.14a | - Identify examples that 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. |
|  | W 8.14b | - Identify examples that delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
|  | Range of Writing |  |
|  | W 8.15 | - Build endurance by writing routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences. |
|  | Handwriting |  |
|  |  | - Use cursive writing to write legibly across all content areas. |
|  | SPEAKING AND LISTENING |  |
|  | Comprehension and Collaboration |  |
|  | SL 8.1 | - 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 8.1a | - 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 8.1b | - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
|  | SL 8.1c | - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas. |
|  | SL 8.1d | - Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented. |
|  | SL.8.2 | - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally; evaluate the motives (e.g., social, commercial, political) behind its presentation. |
|  | SL. 8.3 | - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; listeners can follow the line of reasoning and the organization, development, and style are appropriate to task audience and purpose; identify when irrelevant evidence is introduced. |
|  | SL 8.4 | - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
|  | SL 8.5 | - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |
|  | Presentation of Knowledge and Ideas |  |
|  | SL 8.6 | - 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 8.7 | - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
|  | SL 8.8 | - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English. |
|  | Oral Prayer |  |
|  | SL.8.9 | - Engage in daily spoken prayers while maintaining appropriate posture, gestures and eye contact. |
|  | LANGUAGE |  |
|  | Conventions of Standard English |  |
|  | L 8.1 | - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|  | L 8.1a | - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |
|  | L 8.1b | - Form and use verbs in the active and passive voice. |
|  | L 8.1c | - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. |
|  | L 8.1d | - Recognize and correct inappropriate shifts in verb voice and mood. |
|  | L 8.2 | - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|  | L 8.2a | - Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
|  | L.8.2b | - Use an ellipsis to indicate an omission. |
|  | L.8.2c | - Spell grade appropriate words correctly consulting references when needed. |


|  | L.8.3 | Diagram sentences including modifiers, verbals, compound, and complex sentences. |
| :---: | :---: | :---: |
|  | L.8.4 | Use style conventions (MLA) and a variety of grammatical structures in writing. |
|  | Knowledge of Language |  |
|  | L.8.5 | - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
|  | L.8.5a | - Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing an inaccurate statement). |
|  | Vocabulary Acquisitions and Use |  |
|  | L 8.6 | - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |
|  | L 8.6a | - Use context as a clue to the meaning of a word or phrase. |
|  | L 8.6b | - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. |
|  | L.8.6c | - Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word to determine or clarify its precise meaning or its part of speech. |
|  | L.8.6d | $\bigcirc$ Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
|  | L.8.7 | - Demonstrate understanding of word relationships and nuances in word meanings. |
|  | L.8.7a | - Interpret figures of speech (e.g., verbal irony, puns) in context. |
|  | L.8.7b | - Use the relationship between particular words to better understand each of the words. |
|  | L.8.7c | - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). |
|  | L.8.7d | - Recognize frequently encountered words automatically. |
|  | L.8.7e | - Comprehend syntax of words in grade level vocabulary. |
|  | L.8.8 | - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at or above the current grade level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |


| EIGHTH GRADE <br> Reading Standards for the Archdiocese of Detroit |  |
| :---: | :---: |
| Literature |  |
| Key Ideas and Details |  |
| R.L.8.1 | - Read closely to determine what the text says explicitly and to make logical inferences from it. |
| R.L.8.1a | - Cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| R.L.8.2 | - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| R.L. 8.3 | - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| R.L.8.4 | - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| R.L.8.5 | - Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|  |  |
| Craft and Structure |  |
| R.L.8.6 | - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| R.L.8.7 | - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| R.L.8.8 | - Assess how point of view or purpose shapes the content and style of a text. |
| RL. 8.9 | - 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. 8.10 | - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |
| RL. 8.11 | - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |
| Integration of Knowledge and Ideas |  |
| R.L.8.12 | - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively as well as in words. |
| RL 8.13 | - Analyze the extent to which a film or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. |
| RL 8.14 | - 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; analyze how two or more texts address similar themes or topic in order to build knowledge or to compare the approaches the authors take. |
| :---: | :---: |
| Range of Reading and Level of Text Complexity |  |
| RL 8.15 | - Read and comprehend complex literary text including stories, dramas, and poems, independently and proficiently at the eighth grade complexity level. |
| Informational Text |  |
| Key Ideas and Details |  |
| RI 8.1 | - Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusion drawn from the text. |
| RI 8.2 | - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| RI 8.3 | - Analyze how a text makes connections and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| RI.8.4 | - Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| Craft and Structure |  |
| RI.8.5 | - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| RI.8.6 | - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| RI 8.7 | - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| RI 8.8 | - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. |
| RI 8.9 | - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| Integration of Knowledge and Ideas |  |
| RI.8.10 | - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| RI 8.11 | - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present. |
| RI 8.12 | - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
| RI 8.13 | - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take; identify where the |


|  | texts disagree on matters of fact or interpretation. |
| :---: | :---: |
| Range of Reading and Level of Text Complexity |  |
| RI.8.14 | - Independently monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing. |
| RI.8.15 | - Plan, monitor, regulate, and evaluate skills, strategies, and processes for independent reading comprehension by applying appropriate metacognitive skills (ex.SQ3R, pattern guides, process of reading guides). |
| RI 8.16 | - Read and comprehend literary nonfiction and informational texts, including history/social studies, science, and technical texts independently and proficiently at the eighth grade complexity level. |
| WRITING |  |
| Text Types and Purposes |  |
| W 8.1 | - Write arguments to support claims with clear reasons and relevant evidence. |
| W 8.1a | - Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically. |
| W 8.1b | - Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| W 8.1c | - Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence. |
| W 8.1d | - Establish and maintain a formal style. |
| W 8.1e | - Provide a concluding statement or section that flows from and supports the argument presented. |
| W 8.2 | - Write informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of relevant content. |
| W 8.2a | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. |
| W 8.2b | - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| W 8.2c | - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| W 8.2d | - Use precise language and domain-specific vocabulary to inform or explain the topic. |
| W 8.2e | - Establish and maintain a formal style. |
| W 8.2f | - Provide a concluding statement or section that flows from and supports the information or explanation presented. |
| W 8.3 | - Write narrative pieces to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. |
| W.8.3a | $\bigcirc$ Build foundation for the audience by establishing a context and point |


|  | of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| :---: | :---: |
| W.8.3b | - Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events and/or characters. |
| W.8.3c | - Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships between experiences and events. |
| W.8.3d | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| W.8.3e | - Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| W.8.4 | - Write a historical expository piece ( journal, biography, simulated memoir) that includes appropriate organization, illustrations, marginal notes, and or annotations. |
| W.8.5 | - Write a personal experience essay (autobiographical incident) for an authentic audience that includes organizational patterns that support key ideas. |
| W.8.6 | - Write a descriptive piece (eyewitness report) with clear details answering who, what, where, when, why, and how. |
| W.8.7 | - Write prayers, petitions, and journal entries using personal reflection based on scripture and Catholic social teachings. |
| W.8.8 | - Formulate research questions that demonstrate critical evaluation of multiple resources and perspective, and arguments/counter arguments to develop of thesis statement that culminates in a presented, final project incorporating Catholic social teachings. |
| Production and Distribution of Writing |  |
| W 8.9 | - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| W 8.10 | - With guidance and support from peers and adults, as well as independently, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| W 8.11 | - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| Research to Build and Present Knowledge |  |
| W 8.12 | - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| W 8.13 | - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| W 8.14 | - Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| W 8.14a | - Identify examples that 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. |


| W 8.14b | Identify examples that delineate and evaluate the argument and specific claims in <br> a text, assessing whether the reasoning is sound and the evidence is relevant and <br> sufficient; recognize when irrelevant evidence is introduced. |
| :--- | :--- | :--- |
| Range of Writing |  |$|$| W 8.15 | Build endurance by writing routinely over extended time frames (time for <br> research, reflection, and revision) for a range of tasks, purposes, and audiences. |
| :--- | :--- | :--- |
| Handwriting | • Use cursive writing to write legibly across all content areas. |
| SPEAKING AND LISTENING |  |


| SL 8.8 | - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English. |
| :---: | :---: |
| Oral Prayer |  |
| SL.8.9 | - Engage in daily spoken prayers while maintaining appropriate posture, gestures and eye contact. |
| LANGUAGE |  |
| Conventions of Standard English |  |
| L 8.1 | - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L 8.1a | - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |
| L 8.1b | - Form and use verbs in the active and passive voice. |
| L 8.1c | - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. |
| L 8.1d | - Recognize and correct inappropriate shifts in verb voice and mood. |
| L 8.2 | - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L 8.2a | - Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
| L.8.2b | - Use an ellipsis to indicate an omission. |
| L.8.2c | - Spell grade appropriate words correctly consulting references when needed. |
| L.8.3 | Diagram sentences including modifiers, verbals, compound, and complex sentences. |
| L.8.4 | Use style conventions (MLA) and a variety of grammatical structures in writing. |
| Knowledge of Language |  |
| L.8.5 | - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| L.8.5a | Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing an inaccurate statement). |
| Vocabulary Acquisitions and Use |  |
| L 8.6 | - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |
| L 8.6a | - Use context as a clue to the meaning of a word or phrase. |
| L 8.6b | - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. |
| L.8.6c | Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word to determine or clarify its precise meaning or its part of speech. |
| L.8.6d | - Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
| L.8.7 | - Demonstrate understanding of word relationships and nuances in word meanings. |


| L.8.7a | $\circ$ Interpret figures of speech (e.g., verbal irony, puns) in context. |
| :--- | :---: |
| L.8.7b | $\circ$Use the relationship between particular words to better understand <br> each of the words. |
| L.8.7c | $\circ$Distinguish among the connotations (associations) of words with <br> similar denotations (definitions) (e.g., bullheaded, willful, firm, <br> persistent, resolute). |
| L.8.7d | $\circ$ Recognize frequently encountered words automatically. |
| L.8.7e | $\circ$ Comprehend syntax of words in grade level vocabulary. |
| L.8.8 | - Acquire and use accurately a range of general academic and domain-specific <br> words and phrases sufficient for reading, writing, speaking, and listening at or <br> above the current grade level; demonstrate independence in gathering vocabulary <br> knowledge when considering a word or phrase important to comprehension or <br> expression. |



|  |  |  | equation $\mathrm{y}=\mathrm{mx}$ for a line through the origin and the equation $y=m x+b$ for a line intercepting the vertical axis at $b$. |
| :---: | :---: | :---: | :---: |
|  |  | Analyze and solve linear equations and pairs of simultaneous linear equations. |  |
|  |  | 8.EE.C. 7 | Solve linear equations in one variable. |
|  |  | 8.EE.C.7a | 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.EE.C.7b | Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms. |
|  |  | 8.EE.C. 8 | Analyze and solve pairs of simultaneous linear equations (systems of equations). |
|  |  | 8.EE.C.8a | Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. |
|  |  | 8.EE.C.8b | Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3 x+2 y=5$ and $3 x+2 y=6$ have no solution because $3 x+2 y$ cannot simultaneously be 5 and 6 . |
|  |  | 8.EE.C.8c | Solve simultaneous linear equations in two variables by graphing, by substitution, and by linear combination; estimate solutions using graphs; include examples with no solutions and infinitely many solutions. |
|  |  | 8.EE.C.8d | Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. |
|  |  | 8.EE.C. 9 | Analyze and solve pairs of simultaneous linear inequalities. |
|  |  | 8.EE.C.9a | Solve linear inequalities in one and two variables, and graph the solution sets. |
|  |  | 8.EE.C.9b | Set up and solve applied problems involving simultaneous linear equations and linear inequalities. |
|  |  | Functions |  |
|  |  | Define, evalu | ate, and compare functions. |
|  |  | 8.F.A. 1 | Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. For example, Use the vertical line test. |
|  |  | 8.F.A. 2 | Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. |
|  |  | 8.F.A. 3 | Interpret the equation $y=m x+b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A=s^{2}$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1,1),(2,4)$ and $(3,9)$, which are not on a straight line. |


|  | Use functions to model relationships between quantities |  |
| :---: | :---: | :---: |
|  | 8.F.B. 4 | 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 a linear function in terms of the situation it models, and in terms of its graph or a table of values. |
|  | 8.F.B. 5 | 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. |
|  | Recognize, Represent, and Apply Common Formulas |  |
|  | 8.F.C. 6 | Recognize and preform operations with polynomials. Understand FOIL method. |
|  | 8.F.C.6a | Factor simple quadratic expressions with integer coefficients, Ex. $x^{2}+6 x+9, x^{2}+2 x-3$, and $x^{2}-4$; solve simple quadratic equations Ex. $x^{2}=16$ or $x^{2}=5$ (by taking square roots); $x^{2}-x-6=0, x^{2}-2 x=15$ (by factoring); verify solutions by evaluation. |
|  | 8.F.C.6b | Recognize and apply the common formulas: $\begin{aligned} & (a+b)^{2}=a^{2}+2 a b+b^{2} \\ & (a-b)^{2}=a^{2}-2 a b+b^{2} \\ & (a+b)(a-b)=a^{2}-b^{2} ; \text { represent geometrically } \end{aligned}$ |
|  | Understand and represent quadratic functions |  |
|  | 8.F.C. 7 | Solve applied problems involving simple quadratic equations. |
|  | 8.F.C.7a | Graph factorable quadratic functions, finding where the graph intersects the $x$-axis and the coordinates of the vertex; use words "parabola" and "roots"; include functions in vertex form and those with leading coefficient -1 ex. $y=x^{2}-36, y=(x-2)^{2}-9 ; y=-x^{2}, y=-(x-3)^{2}$. |
|  | Geometry |  |
|  | Understand congruence and similarity using physical models, transparencies, or geometry software. |  |
|  | 8.G.A. 1 | Verify experimentally the properties of rotations, reflections, and translations. |
|  | 8.G.A.1a | Lines are taken to lines, and line segments to line segments of the same length. |
|  | 8.G.A.1b | Angles are taken to angles of the same measure. |
|  | 8.G.A.1c | Parallel lines are taken to parallel lines. |
|  |  |  |
|  | 8.G.A. 2 | Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. |
|  | 8.G.A. 3 | Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. |
|  | 8.G.A. 4 | Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. |
|  | 8.G.A. 5 | 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 |

\(\left.$$
\begin{array}{|l|l|l|l|}\hline & & & \begin{array}{l}\text { transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the } \\
\text { three angles appears to form a line, and give an argument in terms of transversals why this is so. }\end{array} \\
\hline & & \text { 8.G.A.6 } & \begin{array}{l}\text { Understand at least one proof of the Pythagorean Theorem; use the Pythagorean Theorem and its converse to solve applied problems including } \\
\text { perimeter, area, and volume problem. }\end{array} \\
\hline & & \text { 8.G.A.7 } & \begin{array}{l}\text { Find the distance between two points on the coordinate plane using the distance formula; recognize that the distance formula is an application of the } \\
\text { Pythagorean Theorem. }\end{array}
$$ \\

\hline \& \& Statistics \& Probability\end{array}\right]\)|  | Investigate patterns of association in bivariate data. |
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|  | EIGHTH GRADE |
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| Mathematics Standards for the Archdiocese of Detroit |  |


|  | the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distancetime equation to determine which of two moving objects has greater speed. |
| :---: | :---: |
| 8.EE.B. 6 | Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $\mathrm{y}=\mathrm{mx}$ for a line through the origin and the equation $y=m x+b$ for a line intercepting the vertical axis at $b$. |
| Analyze and solve linear equations and pairs of simultaneous linear equations. |  |
| 8.EE.C. 7 | Solve linear equations in one variable. |
| 8.EE.C.7a | 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.EE.C.7b | Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms. |
| 8.EE.C. 8 | Analyze and solve pairs of simultaneous linear equations (systems of equations). |
| 8.EE.C.8a | Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. |
| 8.EE.C.8b | Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3 x+2 y=5$ and $3 x+2 y=6$ have no solution because $3 x+2 y$ cannot simultaneously be 5 and 6 . |
| 8.EE.C.8c | Solve simultaneous linear equations in two variables by graphing, by substitution, and by linear combination; estimate solutions using graphs; include examples with no solutions and infinitely many solutions. |
| 8.EE.C.8d | Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. |
| 8.EE.C. 9 | Analyze and solve pairs of simultaneous linear inequalities. |
| 8.EE.C.9a | Solve linear inequalities in one and two variables, and graph the solution sets. |
| 8.EE.C.9b | Set up and solve applied problems involving simultaneous linear equations and linear inequalities. |
| Functions |  |
| Define, evaluate, and compare functions. |  |
| 8.F.A. 1 | Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. For example, Use the vertical line test. |
| 8.F.A. 2 | Compare properties of two functions each represented in a different way |


|  | (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. |
| :---: | :---: |
| 8.F.A. 3 | Interpret the equation $y=m x+b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A=s^{2}$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1,1),(2,4)$ and $(3,9)$, which are not on a straight line. |
| Use functions to model relationships between quantities |  |
| 8.F.B. 4 | 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 a linear function in terms of the situation it models, and in terms of its graph or a table of values. |
| 8.F.B. 5 | 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. |
| Recognize, Represent, and Apply Common Formulas |  |
| 8.F.C. 6 | Recognize and preform operations with polynomials. Understand FOIL method. |
| 8.F.C.6a | Factor simple quadratic expressions with integer coefficients, Ex. $x^{2}+6 x+$ $9, x^{2}+2 x-3$, and $x^{2}-4$; solve simple quadratic equations Ex. $x^{2}=16$ or $x^{2}$ $=5$ (by taking square roots); $\mathrm{x}^{2}-\mathrm{x}-6=0, \mathrm{x}^{2}-2 \mathrm{x}=15$ (by factoring); verify solutions by evaluation. |
| 8.F.C.6b | Recognize and apply the common formulas: $\begin{aligned} & (a+b)^{2}=a^{2}+2 a b+b^{2} \\ & (a-b)^{2}=a^{2}-2 a b+b^{2} \\ & (a+b)(a-b)=a^{2}-b^{2} ; \text { represent geometrically } \end{aligned}$ |
| Understand and represent quadratic functions |  |
| 8.F.C. 7 | Solve applied problems involving simple quadratic equations. |
| 8.F.C.7a | Graph factorable quadratic functions, finding where the graph intersects the x -axis and the coordinates of the vertex; use words "parabola" and "roots"; include functions in vertex form and those with leading coefficient -1 ex. $y=x^{2}-36, y=(x-2)^{2}-9 ; y=-x^{2}, y=-(x-3)^{2}$. |
| Geometry |  |
| Understand congruence and similarity using physical models, transparencies, or geometry software. |  |
| 8.G.A. 1 | Verify experimentally the properties of rotations, reflections, and translations. |
| 8.G.A.1a | Lines are taken to lines, and line segments to line segments of the same length. |
| 8.G.A.1b | Angles are taken to angles of the same measure. |


| 8.G.A.1c | Parallel lines are taken to parallel lines. |
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| 8.G.A. 2 | Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. |
| 8.G.A. 3 | Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. |
| 8.G.A. 4 | Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. |
| 8.G.A. 5 | 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. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so. |
| 8.G.A. 6 | Understand at least one proof of the Pythagorean Theorem; use the Pythagorean Theorem and its converse to solve applied problems including perimeter, area, and volume problem. |
| 8.G.A. 7 | Find the distance between two points on the coordinate plane using the distance formula; recognize that the distance formula is an application of the Pythagorean Theorem. |
| Statistics \& Probability |  |
| Investigate patterns of association in bivariate data. |  |
| 8.SP.A. 1 | Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. |
| 8.SP.A. 2 | Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. |
| 8.SP.A. 3 | Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of $1.5 \mathrm{~cm} / \mathrm{hr}$ as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. |
| 8.SP.A. 4 | Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether |


|  | or not they have assigned chores at home. Is there evidence that those who <br> have a curfew also tend to have chores? |
| :--- | :--- |
| 8.SP.A.5 | Determine which measure of central tendency (mean, median, mode) best <br> represents a data set (salaries, home prices, for answering certain <br> questions); justify the choice made. |
| 8.SP.A.6 | Recognize practices of collecting and displaying data that may bias the <br> presentation or analysis. |
| 8.SP.A.7 | Find and/or compare the theoretical probability, the experimental <br> probability, and/or the relative frequency of a given event. |
| 8.SP.A.8 | Understand the difference between independent and dependent events, and <br> recognize common misconceptions involving probability (Alice rolls a 6 <br> on a die three times in a row: she is just as likely to roll a 6 on the fourth <br> roll as she was on any previous roll). |

## Eighth Grade

Social Studies Standards for the Archdiocese of Detroit

## Foundations in United States History and Geography ERAs 5-7

*Note-The Standards from Era 5.1 The Coming of the Civil War are a review from the seventh grade content standards.

| ERA 5 - Civil War and Reconstruction (1850-1877) |  |
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| E5.1 | The Coming of the Civil War |
|  | Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence. |
| 8-E5.1.1 | Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. |
| 8-E5.1.2 | Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). |
| 8-E5.1.3 | Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). |
| 8-E5.1.4 | Describe how the following increased sectional tensions: <br> - the Missouri Compromise (1820) <br> - the Wilmot Proviso (1846) <br> - the Compromise of 1850 including the Fugitive Slave Act <br> - the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas <br> - the Dred Scott v. Sandford decision (1857) <br> - changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) |
| 8 - E5.1.5 | Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. |
| 8-E5.1.6 | Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help to explain the Civil War. |
| E5.2 | Civil War |
|  | Evaluate the multiple causes, key events, and complex consequences of the Civil War. |
| 8-E5.2.1 | Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. |
| 8-E5.2.2 | Explain the reasons why the North won the Civil War by making an argument that considers: <br> - critical events and battles in the war. <br> - political and military leadership of the North and South. <br> - respective advantages and disadvantages, including geographic, demographic, economic and technological. |
| 8-E5.2.3 | Examine Abraham Lincoln's presidency with respect to: <br> - his military and political leadership <br> - the evolution of his emancipation policy (including the Emancipation Proclamation) <br> - and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence |
| 8-E5.2.4 | Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples. |
| 8-E5.2.5 | Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of |


|  | warfare, including technological developments. |
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| E5.3 | Reconstruction |
|  | Using evidence, develop an argument regarding the character and consequences of Reconstruction. |
| 8 - E5.3.1 | Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans. |
| 8 - E5.3.2 | Describe the early responses to the end of the Civil War by describing: <br> - policies of the Freedmen's Bureau. <br> - restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes. |
| 8 - E5.3.3 | Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. |
| 8 - E5.3.4 | Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. |
| 8-U5.3.5 | Explain the decision to remove Union troops in 1877 and describe its impact on Americans. |
| ERA 6 - The Development of an Industrial, Urban, and Global United States (1870-1930) |  |
| E6.1 | America in the Last Half of the 19th Century |
|  | Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in last half of the 19th century. The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the $19^{\text {th }}$ Century. This era will be addressed in-depth and with greater intellectual sophistication in the high school United History and Geography content expectations. |
| 8 - E6.1.1 | Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in: <br> - territory, including the size of the United States and land use <br> - population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America <br> - systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society <br> - governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) <br> - economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers <br> - the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans <br> - the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians |
| E6.2 | Growth of an Industrial and Urban America |
|  | Explain the causes and consequences - both positive and negative - of the Industrial Revolution and America's growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930. |
| 8 - E6.2.1 | Analyze the factors that enabled the United States to become a major industrial power, including: <br> - gains from trade <br> - organizational "revolution" (e.g., development of corporations) <br> - advantages of physical geography <br> - the growth of big business (including Andrew Carnegie and John D. Rockefeller) <br> - technological advances |
| 8-E6.2.2 | Evaluate the different responses of labor to industrial change including: <br> - development of organized labor <br> - the growth of populism and the populist movement |


| 8-E6.2.3 | Analyze the changing urban and rural landscape by examining: <br> - the location and expansion of major urban centers <br> - the growth of cities linked by industry and trade <br> - the development of cities divided by race, ethnicity, and class |
| :---: | :---: |
| E6.3 | Becoming a World Power |
|  | Describe and analyze the major changes - both positive and negative - in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role. |
| 8 - E6.3.1 | Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as a world power between 1890 and 1914, and describe reasons for and against the United States' expansion in the world. (Spanish American War, Panama Canal, Open Door Policy) |
| 8-E6.3.2 | Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war. |
| 8 - E6.3.3 | Analyze the domestic impact of WWI on the growth of the government, the expansion of the economy, the restrictions on civil liberties, and the expansion of women's suffrage. |
| 8 - E6.3.4 | Explain how Wilson's concept of the League of Nations differed from proposals by other nations and domestic opponents in the debate over the Versailles Treaty, the redrawing of European political boundaries, and the restrictions placed on Germany resulting in geopolitical tensions that continued to affect Europe. |
| E6.4 | Progressivism and Reform |
|  | Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by Americans, and their consequences (positive/negative - anticipated/unanticipated) including, but not limited to, the following: Social Issues, Causes and Consequences of Progressive Reform, and Women's Suffrage. |
| 8 - E6.4.1 | Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies). |
| 8 - E6.4.2 | Analyze the causes, consequences, and limitations of Progressive reform in the following areas: <br> - major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments <br> - new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts) <br> - the Supreme Court's role in supporting or slowing reform <br> - role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) <br> - efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants |
| 8 - E6.4.3 | Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment. |
| ERA 7 - THE GREAT DEPRESSION AND WORLD WAR II |  |
| E7.1 | Growing Crisis of Industrial Capitalism and Responses |
|  | Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II. |
| 8 - E7.1.1 | Identify and explain the significance of the cultural changes and tensions in the "Roaring Twenties" including <br> - cultural movements, such as the Harlem Renaissance and the "lost generation" <br> - the struggle between "traditional" and "modern" America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass |


|  | consumption) |
| :---: | :---: |
| 8-E7.1.2 | Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing: <br> - the political, economic, environmental, and social causes of the Great Depression including speculation, the 1929 crash, and the Dust Bowl <br> - the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families <br> - Hoover's policies and their impact (e.g., Reconstruction Finance Corporation) |
| 8-E7.1.3 | Explain Roosevelt's New Deal Policies including : <br> - expanding the federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly <br> - opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws <br> - consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) |
| E7.2 | World War II |
|  | Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs. |
| 8-E7.2.1 | Analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war including: <br> - the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement) <br> - the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan <br> - United States neutrality <br> - the bombing of Pearl Harbor |
| 8-E7.2.2 | Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons). |
| 8-E7.2.3 | Identify the changes in American life brought about by U.S. participation in World War II including: $\bullet$ changes of economic, military, and social resources <br> - role of women and minorities in the war effort <br> - role of the home front in supporting the war effort (e.g., rationing, work hours, taxes) <br> - internment of Japanese-Americans |
| 8-E7.2.4 | Trace the development and enactment of Hitler's "final solution" policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). |
| E7.3 | Investigation Topics and Issue Analysis |
|  | Use the historical perspective to investigate a significant historical topic from United States History Eras 5-7 that also has significance as an issue or topic in the United States today. |
| 8-E7.3.1 | Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. |

