

STANDARDS

Oklahoma Standards Checklist



8th Eighth GRADE



8th
Grade
ELA

Oklahoma Academic Standards for ELA

Standard I: Speaking & Listening

Listening

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8.I.L.1 Students will actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly. | | | |
| 8.I.L.2 Students will actively listen and interpret a speaker's verbal and nonverbal messages and ask questions to clarify the speaker's purpose and perspective. | | | |

Speaking

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8.I.S.1 Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions | | | |
| 8.I.S.2 Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole-class settings. | | | |
| 8.I.S.3 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea while determining the purpose, content, and form to suit the audience. | | | |

Standard 2: Reading and Writing Process

Reading

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8.2.R.1 Students will summarize alphabetic and/or multimodal texts about similar topics to demonstrate comprehension within and between texts. | | | |
| 8.2.R.2 Students will analyze details in fiction, poetry, and nonfiction texts to identify characteristics of genres. | | | |
| 8.2.R.3 Students will paraphrase a passage in their own words to demonstrate comprehension. | | | |

Writing

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8.2.W.1 Students will routinely and recursively prewrite (e.g., develop ideas and plan). | | | |
| 8.2.W.2 Students will routinely and recursively organize and develop ideas to compose a first draft. | | | |
| 8.2.W.3 Students will routinely and recursively revise drafts for intended purpose, audience, organization, coherence, and style (e.g., word choice and sentence variety). | | | |
| 8.2.W.4 Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources. | | | |
| 8.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests). | | | |

Standard 3: Critical Reading & Writing

Reading

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8.3.R.1 Students will analyze works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and analyze the methods the authors use to achieve their purposes. | | | |
| 8.3.R.2 Students will evaluate perspectives (e.g., historical, cultural, ethnic, and global) and describe how they affect various literary and informational texts. | | | |
| 8.3.R.3 Students will analyze literary elements to support interpretations of a literary text: <ul style="list-style-type: none"> • setting • plot • characters (i.e., protagonist, antagonist) • characterization • conflict (i.e., internal, external) • point of view (i.e., third person limited and omniscient, second person, and unreliable narrator) | | | |
| 8.3.R.4 Students will analyze literary devices to support interpretations of a text: <ul style="list-style-type: none"> • figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom) • sound devices (i.e., onomatopoeia, alliteration) • verbal and situational irony | | | |
| 8.3.R.5 Students will identify literary elements and devices that impact a text's theme, mood, and tone. | | | |
| 8.3.R.6 Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated. | | | |
| 8.3.R.7 Students will analyze how informational text structures support the author's purpose: <ul style="list-style-type: none"> • compare/contrast • cause/effect • problem/solution • description • sequential | | | |
| 8.3.R.8 Students will compare or contrast two or more texts, providing textual evidence to support their inferences. | | | |

Standard 3: Critical Reading and Writing

Writing

| Standard | Date | Date | Notes |
|---|------|------|-------|
| <p>8.3.W.1 Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> • include plots involving complex characters resolving conflicts • unfold in chronological or surprising sequence (e.g., flashback and foreshadowing) • include a narrator, precise language, sensory details, and dialogue to enhance the narrative • use sentence variety to create clarity • emulate literary elements and/or literary devices from mentor texts | | | |
| <p>8.3.W.2 Students will compose informative essays or reports that:</p> <ul style="list-style-type: none"> • objectively introduce and develop topics • incorporate evidence (e.g., specific facts, details, charts and graphs, data) • maintain an organized structure • use sentence variety and word choice to create clarity • establish and maintain a formal style • emulate literary devices from mentor texts | | | |
| <p>8.3.W.3 Students will compose argumentative essays that:</p> <ul style="list-style-type: none"> • introduce precise claims • acknowledge counterclaims • organize claims, counterclaims, and evidence in a logical sequence • provide relevant evidence to develop arguments, using credible sources • use sentence variety and word choice to create clarity • establish and maintain a formal style | | | |

Standard 4: Vocabulary

Reading

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies. | | | |
| 8.4.R.2 Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words. | | | |
| 8.4.R.3 Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words. | | | |
| 8.4.R.4 Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words. | | | |

Writing

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8.4.W.1 Students will use precise, grade-level vocabulary in writing to clearly communicate ideas. | | | |
| 8.4.W.2 Students will select language in writing to create a specific effect according to purpose. | | | |

Standard 5: Language

Reading

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8.5.R.1 Students will recognize active and passive voice and misplaced and dangling modifiers in sentences. | | | |
| 8.5.R.2 Students will recognize and explain the impact on meaning of parts of speech in sentences: <ul style="list-style-type: none">• nouns• verbals (i.e., gerunds, participles, infinitives)• cumulative and coordinate adjectives• vague pronouns• singular <i>they / them / their</i>• coordinating, subordinating, and correlative conjunctions• adverbs• interjections | | | |

Writing

| Standard | Date | Date | Notes |
|---|------|------|-------|
| 8.5.W.1 Students will compose simple, compound, complex, and compound-complex sentences to add clarity and variety in their writing. | | | |
| 8.5.W.2 Students will create clarity and/or add variety to their writing with nouns, verbs, verbals, adjectives, prepositions, adverbs, pronouns, and conjunctions. | | | |

Standard 5: Language

Writing

| Standard | Date | Date | Notes |
|---|------|------|-------|
| 8.5.W.3 Students will recognize and correct the following: misplaced and dangling modifiers, vague pronouns, and second person point of view in formal writing. | | | |
| 8.5.W.4 Students will write using correct capitalization mechanics. <i>Grade of Mastery: 4</i> | | | |
| 8.5.W.5 Students will write using correct end mark mechanics. <i>Grade of Mastery: 4</i> | | | |
| 8.5.W.6 Students will write using correct apostrophe mechanics. <i>Grade of Mastery: 5</i> | | | |
| 8.5.W.7 Students will use commas to separate coordinate adjectives (e.g., a fascinating, enjoyable movie). | | | |
| 8.5.W.8 Students will use a colon to introduce a quotation from a source. | | | |
| 8.5.W.9 Students will write using correct quotation marks mechanics. <i>Grade of Mastery: 8</i> | | | |
| 8.5.W.10 Students will use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language. | | | |
| 8.5.W.11 Students will use a semicolon to punctuate compound and compound-complex sentences. | | | |

Standard 6: Research

Reading & Writing

| Standard | Date | Date | Notes |
|---|------|------|-------|
| 8.6.R.1 Students will find and comprehend information (e.g., claims, evidence) about a topic, using their own viable research questions. | | | |
| 8.6.R.2 Students will find, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines. | | | |
| 8.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered. | | | |

| Standard | Date | Date | Notes |
|---|------|------|-------|
| 8.6.W.1 Students will formulate and refine a viable research question. | | | |
| 8.6.W.2 Students will develop a clear, concise, defensible thesis statement. | | | |
| 8.6.W.3 Students will quote, paraphrase, and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism. | | | |
| 8.6.W.4 Students will create research papers and/or projects independently for shorter timeframes (e.g., two or three days) and over extended periods of time (e.g., one week). | | | |

Standard 7: Multimodal Literacies

Reading & Writing

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8.7.R Students will determine the intended purposes of techniques used for rhetorical effects in a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives. | | | |
| 8.7.W Students will create engaging multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that intentionally addresses an audience and accomplishes a purpose. | | | |

Standard 8: Independent Reading & Writing

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8.8.R Students will read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes. | | | |
| 8.8.W Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose. | | | |

8th Grade Math

Oklahoma Academic Standards for Math

PA.N Number & Operations

| Standard | Date | Date | Notes |
|---|------|------|-------|
| PA.N.I Read, write, compare, classify, and represent real numbers, and use them to solve problems in various contexts. | | | |
| PA.N.I.I Develop and apply the properties of integer exponents, including $a^0 = 1$ (with $a \neq 0$), to generate equivalent numerical and algebraic expressions. | | | |
| PA.N.I.2 Express and compare approximations of very large and very small numbers using scientific notation. | | | |
| PA.N.I.3 Multiply and divide numbers expressed in scientific notation and express the answer in scientific notation. | | | |
| PA.N.I.4 Compare and order real numbers; locate real numbers on a number line. Identify the square roots of perfect squares to 400 or, if it is not a perfect square root, locate it as an irrational number between two consecutive positive integers. | | | |

PA.A Algebraic Reasoning & Algebra 1

| Standard | Date | Date | Notes |
|---|------|------|-------|
| PA.A.I Explain the concept of function in mathematical situations and distinguish between the concepts of linear and nonlinear functions. | | | |
| PA.A.II Recognize that a function is a relationship between an independent variable and a dependent variable in which the value of the independent variable determines the value of the dependent variable. | | | |
| PA.A.I.2 Use linear functions to represent and model mathematical situations. | | | |
| PA.A.I.3 Identify a function as linear if it can be expressed in the form $y=mx + b$ or if its graph is a non-vertical straight line. | | | |

PA.A Algebraic Reasoning & Algebra 2

| Standard | Date | Date | Notes |
|---|------|------|-------|
| PA.A.2 Identify and justify linear functions using mathematical models and situations; solve problems involving linear functions and interpret results in the original context. | | | |
| PA.A.2.I Represent linear functions with tables, verbal descriptions, symbols, and graphs; translate from one representation to another. | | | |
| PA.A.2.2 Identify, describe, and analyze linear relationships between two variables. | | | |

PA.A Algebraic Reasoning & Algebra 2

| Standard | Date | Date | Notes |
|---|------|------|-------|
| PA.A.2.3 Identify graphical properties of linear functions, including slope and intercepts. Know that the slope equals the rate of change, and that the y-intercept is zero when the function represents a proportional relationship. | | | |
| PA.A.2.4 Predict the effect on the graph of a linear function when the slope or y-intercept changes. Use appropriate tools to examine these effects. | | | |
| PA.A.2.5 Solve problems involving linear functions and interpret results in the original context. | | | |

PA.A Algebraic Reasoning & Algebra 3

| Standard | Date | Date | Notes |
|---|------|------|-------|
| PA.A.3 Generate equivalent numerical and algebraic expressions and use algebraic properties to evaluate expressions. | | | |
| PA.A.3.1 Use substitution to simplify and evaluate algebraic expressions. | | | |
| PA.A.3.2 Justify steps in generating equivalent expressions by combining like terms and using order of operations (to include grouping symbols). Identify the properties used, including the properties of operations (associative, commutative, and distributive). | | | |

PA.A Algebraic Reasoning & Algebra 4

| Standard | Date | Date | Notes |
|--|------|------|-------|
| PA.A.4 Represent and solve problems using mathematical models and situations with equations and inequalities involving linear expressions. | | | |
| PA.A.4.1 Solve mathematical problems using linear equations with one variable where there could be one, infinitely many, or no solutions. Represent situations using linear equations and interpret solutions in the original context. | | | |
| PA.A.4.2 Represent, write, solve, and graph problems leading to linear inequalities with one variable in the form $px + q > r$ and $px + q < r$, where p , q , and r are rational numbers. | | | |
| PA.A.4.3 Represent real-world situations using equations and inequalities involving one variable. | | | |

Standards: Geometry & Measurement I

| Standard | Date | Date | Notes |
|--|------|------|-------|
| PA.GM.1 Apply the Pythagorean theorem to solve problems involving triangles. | | | |
| PA.GM.1.1 Justify the Pythagorean theorem using measurements, diagrams, or dynamic software to solve problems in two dimensions involving right triangles. | | | |
| PA.GM.1.2 Use the Pythagorean theorem to find the distance between any two points in a coordinate plane. | | | |

Standards: Geometry & Measurement 2

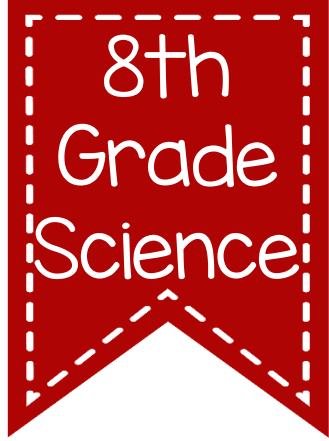
| Standard | Date | Date | Notes |
|--|------|------|-------|
| <p>PA.GM.2 Justify and use formulas to calculate surface area and volume of three-dimensional figures.</p> | | | |
| <p>PA.GM.2.1 Calculate the surface area of a rectangular prism using decomposition or nets. Use appropriate units (e.g., cm²).</p> | | | |
| <p>PA.GM.2.2 Calculate the surface area of a cylinder, in terms of pi (π) and using approximations for pi (π), using decomposition or nets. Use appropriate units (e.g., cm²).</p> | | | |
| <p>PA.GM.2.3 Justify why base area (B) and height (h) in the formula $V=Bh$ are multiplied to find the volume of a rectangular prism. Use appropriate units (e.g., cm³).</p> | | | |
| <p>PA.GM.2.4 Develop and use the formulas $V = (\pi r^2)h$ and $V = Bh$ to determine the volume of right cylinders, in terms of π and using approximations for pi (π). Justify why base area (B) and height (h) are multiplied to find the volume of a right cylinder. Use appropriate units (e.g., cm³).</p> | | | |

PA.D Data & Probability I

| Standard | Date | Date | Notes |
|--|------|------|-------|
| PA.D.I Display and interpret data in a variety of ways, including using scatter plots and approximate lines of best fit. Use the line of best fit and average rate of change to make predictions and draw conclusions about data. | | | |
| PA.D.II Describe the impact that inserting or deleting a data point has on the mean and the median of a data set. Create data displays using technology to examine this impact. | | | |
| PA.D.I.2 Explain how outliers affect measures of center and spread. | | | |
| PA.D.I.3 Collect, display, and interpret data using scatter plots. Use the shape of the scatter plot to find the informal line of best fit, make statements about the average rate of change, and make predictions about values not in the original data set. Use appropriate titles, labels, and units. | | | |

PA.D Data & Probability 2

| Standard | Date | Date | Notes |
|--|------|------|-------|
| PA.D.2 Calculate experimental probabilities and reason about probabilities to model and solve problems. | | | |
| PA.D.2.1 Calculate experimental probabilities and represent them as percents, fractions, and decimals between 0 and 1. Use experimental probabilities to predict relative frequencies when actual probabilities are unknown. | | | |
| PA.D.2.2 Determine how samples are chosen (randomness) to draw and support conclusions about generalizing a sample to a population, including identifying limitations and biases. | | | |
| PA.D.2.3 Define, compare, and contrast the probabilities of dependent and independent events. | | | |



Oklahoma Academic Standards for Science

Standards: Motion & Stability Forces & Interactions

| Standard | Date | Date | Notes |
|---|------|------|-------|
| 8-PS2-1 Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. | | | |
| 8-PS2-2 Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. | | | |
| 8-PS2-3 Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. | | | |
| 8-PS2-4 Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. | | | |
| 8-PS2-5 Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. | | | |

Waves & Their Application in Technologies

For Information Transfer

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8-PS4-1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. | | | |
| 8-PS4-3 Integrate qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. | | | |

Standards: From Molecules to Organisms:

Structure and Process

| Standard | Date | Date | Notes |
|---|------|------|-------|
| 8-LS1-4 Use arguments based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. | | | |
| 8-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. | | | |

Heredity: Inheritance & Variation of Traits

| Standard | Date | Date | Notes |
|---|------|------|-------|
| 8-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. | | | |
| 8-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. | | | |

Biological Unity & Diversity

| Standard | Date | Date | Notes |
|---|------|------|-------|
| 8-LS4-1 Analyze and interpret data to identify patterns within the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth. | | | |
| 8-LS4-2 Apply scientific ideas to construct an explanation for the patterns of anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer ancestral relationships. | | | |

Biological Unity & Diversity

| Standard | Date | Date | Notes |
|---|------|------|-------|
| 8-LS4-3 Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy. | | | |
| 8-LS4-4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. | | | |
| 8-LS4-5 Gather and synthesize information about the practices that have changed the way humans influence the inheritance of desired traits in organisms. | | | |
| 8-LS4-6 Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time | | | |

Earth's Place in the Universe

| Standard | Date | Date | Notes |
|---|------|------|-------|
| 8-ESSI-1 Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. | | | |
| 8.ESSI.2 Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. | | | |
| 8.ESSI.3 Analyze and interpret data to determine scale properties of objects in the solar system. | | | |



Oklahoma Academic Standards for Social Studies

United States History

The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8.SS.I.1 Describe the political climate in the British colonies prior to the French and Indian War including the policy of salutary neglect, mercantilism through the Navigation Acts and colonial reaction through the Albany Plan of Union; compare the Iroquois Confederacy to early attempts to unite the colonies. | | | |
| 8.SS.I.2 Summarize the political and economic consequences of the French and Indian War including imperial policies of taxation, the Proclamation of 1763, and the migration of colonists into American Indian sovereign territories. | | | |
| 8.SS.I.3 Summarize British attempts to regulate the colonies and colonial responses including: <ul style="list-style-type: none"> A. Sugar Act B. Stamp Act Congress Resolves C. Committees of Correspondence D. legal principle of taxation and political representation E. Townshend Act and boycotts of British goods F. Quartering Act G. Boston Massacre H. Tea Act and Boston Tea Party I. Coercive Acts (Intolerable Acts) J. First Continental Congress K. British raids on Lexington and Concord | | | |

Standard I: United States History I

| Standard | Date | Date | Notes |
|---|------|------|-------|
| <p>8.SS.I.4 Analyze the significance of the Second Continental Congress including:</p> <ul style="list-style-type: none"> A. formation of the Continental Army B. establishment of currency C. Olive Branch Petition D. French alliance negotiated by Benjamin Franklin E. committee to draft a declaration of independence | | | |
| <p>8.SS.I.5 Analyze the ideological and propaganda war between Great Britain and the colonies including:</p> <ul style="list-style-type: none"> A. points of views of the Patriots and the Loyalists B. writings of Mercy Otis Warren and Phillis Wheatley C. use of Paul Revere's engraving of the Boston Massacre D. rejection of the Olive Branch Petition E. Give Me Liberty or Give Me Death, speech attributed to Patrick Henry F. Common Sense pamphlet by Thomas Paine | | | |
| <p>8.SS.I.6 Examine the central ideas expressed in the Declaration of Independence, drafted by Thomas Jefferson and adopted July 4, 1776, and their intellectual origins including:</p> <ul style="list-style-type: none"> A. John Locke's theory on natural and unalienable rights, including life, liberty and the pursuit of happiness B. the ideals of equality for all individuals, including the impact of the First Great Awakening. C. the purpose of government as a social contract requiring the consent of the governed D. economic and political grievances against British policies | | | |

Standard 2: United States History 2

The student will examine key military and diplomatic events of the Revolutionary War that resulted in an independent nation.

| Standard | Date | Date | Notes |
|---|------|------|-------|
| 8.SS.2.1 Explain the purpose of the Articles of Confederation which established the first American national system of government to support and conduct a war against Britain. | | | |
| 8.SS.2.2 Evaluate the motivations and points of view of various populations to remain loyal to Britain, join the patriot cause, or choose neutrality, including: A. Patriots and Loyalists and their political, economic, and family interests B. American Indians and the preservation of their homelands, cultures, and trade C. women and their political status D. free and enslaved blacks and their petitions to colonial governments for a ban on slavery. | | | |
| 8.SS.2.3 Identify and evaluate the contributions of individuals and significant groups toward winning independence from British rule. | | | |
| 8.SS.2.4 Compare the advantages and disadvantages of the British and the American colonists including political and military leadership, military strength, population and resources, motivation, foreign alliances, financial and military support, and the British recruitment of enslaved black men in exchange for freedom. | | | |

Standard 2: United States History 2

The student will examine key military and diplomatic events of the Revolutionary War that resulted in an independent nation.

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8.SS.2.5 Summarize the impact of key military and diplomatic events of the Revolutionary War including: <ul style="list-style-type: none"> A. military leadership of General George Washington B. victories at Boston, Trenton, and Saratoga C. publication of Thomas Paine's The Crisis D. Valley Forge encampment E. French alliance, negotiated by Benjamin Franklin F. victory at Yorktown G. Treaty of Paris, 1783 | | | |

Standard 3: United States History 3

The student will examine the formation of the American system of government following the Revolutionary War and the creation of the Constitution of the United States as the supreme law of the land.

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8.SS.3.1 Examine the strengths and weaknesses of the Articles of Confederation that led to the Constitutional Convention in Philadelphia in 1787, including: <ul style="list-style-type: none"> A. resolution of disputes over the western territories as resolved by the Northwest Ordinance B. organization and leadership necessary to win the war C. lack of a common national currency D. lack of a common defense E. lack of a national judiciary F. mismanagement of war debts due to an inability to tax G. unanimous vote required to amend the Articles of Confederation H. civil unrest as typified in Shays' Rebellion | | | |

Standard 3: United States History 3

The student will examine the formation of the American system of government following the Revolutionary War and the creation of the Constitution of the United States as the supreme law of the land.

| Standard | Date | Date | Notes |
|--|------|------|-------|
| <p>8.SS.3.2 Analyze the significance of the Constitutional Convention, contributions of the Framers, major debates and compromises including the Virginia and New Jersey Plans, Great Compromise, the leadership of James Madison, Father of the Constitution, and George Washington, President of the Convention.</p> | | | |
| <p>8.SS.3.3 Describe how the framers of the Constitution addressed the issue of slavery including the Three-Fifth Compromise which maintained the institution of slavery in both northern and southern states, the Fugitive Slave Clause, and the delayed ban on the slave trade.</p> | | | |
| <p>8.SS.3.4 Explain the significance of the Commerce Clause in establishing a constitutional relationship between Indian tribes and the United States government.</p> | | | |
| <p>8.SS.3.5 Examine the concept of self-government, the purpose, and the responsibilities of government as expressed in the Preamble to the Constitution of the United States.</p> | | | |

Standard 3: United States History 3

The student will examine the formation of the American system of government following the Revolutionary War and the creation of the Constitution of the United States as the supreme law of the land.

| Standard | Date | Date | Notes |
|--|------|------|-------|
| <p>8.SS.3.6 Analyze the key principles of government established by the Constitution of the United States including:</p> <ul style="list-style-type: none">A. federalism (reserved and concurrent powers)B. separation of powers among three branches of government (legislative, executive, judicial)C. a system of checks and balances among the three branchesD. popular sovereignty and consent of the governedE. judicial reviewF. rule of law | | | |
| <p>8.SS.3.7 Examine the Federalist and Anti-Federalist arguments for and against the ratification of the Constitution as expressed in the Federalist Papers authored by James Madison, Alexander Hamilton, and John Jay and the writings of Anti-Federalists, such as George Mason, including concerns over a strong central government and the omission of a bill of rights.</p> | | | |

Standard 3: United States History 3

The student will examine the formation of the American system of government following the Revolutionary War and the creation of the Constitution of the United States as the supreme law of the land.

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8.SS.3.8 Explain how the Constitution of the United States was amended to include the Bill of Rights; identify and analyze the guarantees of individual rights and liberties as expressed in each of the ten amendments. | | | |
| 8.SS.3.9 Identify the structure and responsibilities of the elected and appointed officials of the three branches of government in relationship to the legislative process, including the role of Congress and the President, as well as the Supreme Court's power of judicial review. | | | |
| 8.SS.3.10 Describe the responsibilities of United States citizens such as: A. registering and voting in public elections B. engaging in informed civil discourse C. serving on a jury D. paying taxes E. obeying laws F. registering for military service | | | |

Standard 4: United States History 4

The student will examine the political and economic changes that occurred during the Early Federal Period.

| Standard | Date | Date | Notes |
|---|------|------|-------|
| 8.SS.4.1 Analyze the impact of the Whiskey Rebellion and enforcement of the government's right to tax. | | | |
| 8.SS.4.2 Describe President Washington's attempt to develop a cohesive Indian policy, which included respectful interactions with American Indian leaders, treaties to delineate tribal lands, and precedent-setting practices of assimilation. | | | |
| 8.SS.4.3 Describe the advice in President Washington's Farewell Address and its impact. | | | |
| 8.SS.4.4 Evaluate the impact of the Alien and Sedition Acts on individual rights during the Adams Administration, including the responses of the Democratic-Republicans in the Virginia and Kentucky Resolutions. | | | |

Standard 5: United States History 5

The student will analyze the political and geographic changes that occurred during the Jeffersonian Era.

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8.SS.5.1 Explain the impact of the peaceful transfer of power from one political party to another, as exhibited by the presidential election of 1800. | | | |
| 8.SS.5.2 Analyze the impact of the Supreme Court under the leadership of Chief John Marshall and the Marbury v. Madison decision which confirmed the principle of judicial review. | | | |
| 8.SS.5.3 Analyze the acquisition of the Louisiana territory, the contributions of the Lewis and Clark Corps of Discovery Expedition, and the eventual establishment of the Indian Territory. | | | |

Standard 6: United States History 6

The student will examine the political, economic and social transformations during the “Era of Good Feelings”.

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8.SS.6.1 Explain how the War of 1812 confirmed American independence and fueled a spirit of nationalism, reflected in the lyrics of our national anthem, the Star-Spangled Banner, by Francis Scott Key. | | | |
| 8.SS.6.2 Examine the Monroe Doctrine as a policy of isolationism which was designed to protect American interests in the Western Hemisphere. | | | |
| 8.SS.6.3 Analyze the impact of McCulloch v. Maryland which established federal supremacy concerning taxation. | | | |
| 8.SS.6.4 Examine the increased tension between Southern sectionalists and Northern nationalist perspectives. | | | |
| 8.SS.6.5 Summarize the impact of the Missouri Compromise on the expansion of slavery into new western territories. | | | |

Standard 7: United States History 7

The student will examine the political, economic and social transformations of the Jacksonian Era.

| Standard | Date | Date | Notes |
|---|------|------|-------|
| 8.SS.7.1 Describe the factors that led to the election of Andrew Jackson including the "Corrupt Bargain" election of 1824, the expansion of voting rights, and Jackson's political success by identifying with the "common man". | | | |
| 8.SS.7.2 Analyze the impact of the Nullification Crisis on the development of the states' rights debate. | | | |
| 8.SS.7.3 Analyze the impact of Jackson's policies and decisions concerning American Indian nations and their tribal sovereignty as a nation's inherent right to self-govern, including: A. non-adherence to federal treaties B. disregard for the Worcester v. Georgia decision C. forced removals of American Indians | | | |

Standard 8: United States History 8

The student will examine the political, economic, social, and geographic changes that occurred during the period of westward expansion.

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8.SS.8.1 Examine the concept and opposing perspectives toward Manifest Destiny as a motivation and justification for westward expansion. | | | |
| 8.SS.8.2 Explain the territorial growth of the United States including the annexation of Texas, Mexican Cession, and the Gadsden Purchase; describe the need to maintain a balance of "free" and "slave" states. | | | |
| 8.SS.8.3 Identify push and pull factors of mass migration and the settlement of western territories including the California Gold Rush, settlement of Oregon, and the Mormon migration. | | | |
| 8.SS.8.4 Analyze the consequences of westward expansion, including the impact on the culture of American Indians and their homelands, and the growing sectional tensions regarding the expansion of slavery. | | | |

Standard 9: United States History 9

The student will analyze the social and economic transformations of the early nineteenth century

| Standard | Date | Date | Notes |
|--|------|------|-------|
| 8.SS.9.1 Explain the impact of the Industrial Revolution in the North including the concentration of population, manufacturing, and transportation. | | | |
| 8.SS.9.2 Describe the plantation system and its reliance on a slave labor system in the South, including how Eli Whitney's invention of the cotton gin increased the profitability of the crop and led to the expansion of slavery. | | | |
| 8.SS.9.3 Compare perspectives and experiences of both free and enslaved blacks including the A. everyday life of free African Americans B. everyday acts of resistance to slavery C. efforts of Harriet Tubman and the Underground Railroad D. Nat Turner's Rebellion E. legal restrictions and Slave Codes | | | |
| 8.SS.9.4 Summarize the impact of the Abolitionist Movement including the writings and work of Frederick Douglass and William Lloyd Garrison. | | | |
| 8.SS.9.5 Identify the ideals, significance, and key leaders of the Second Great Awakening and the Women's Suffrage Movement, including the Declaration of Sentiments and the leadership of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth. | | | |

Standard 10: United States History 10

The student will analyze major political, economic, and social events that resulted in the Civil War.

| Standard | Date | Date | Notes |
|---|------|------|-------|
| 8.SS.10.1 Summarize the importance of slavery as the principal cause of increased sectional polarization leading to the Civil War. | | | |
| 8.SS.10.2 Evaluate the goals of the Compromise of 1850 regarding the issue of slavery. | | | |
| 8.SS.10.3 Evaluate the impact of the publication Uncle Tom's Cabin, by Harriet Beecher Stowe, on anti-slavery sentiments. | | | |
| 8.SS.10.4 Analyze the impact of the Kansas-Nebraska Act on the issue of popular sovereignty in new territories regarding the institution of slavery, repeal of the Missouri Compromise, and factional feuds in Bleeding Kansas. | | | |
| 8.SS.10.5 Summarize the Dred Scott v. Sandford case which declared slaves as property and motivated John Brown's Raid on the federal arsenal at Harpers Ferry. | | | |

Standard II: United States History II

The student will analyze the course and consequences of the Civil War.

| Standard | Date | Date | Notes |
|---|------|------|-------|
| <p>8.SS.II.1 Analyze the immediate impact of the presidential election of 1860 including</p> <ul style="list-style-type: none">A. secession of southern states who declared slavery as the central factor for secedingB. Lincoln's goal to preserve the UnionC. formation of the Confederate States of AmericaD. Confederate attack on Fort SumterE. tensions over strategic border states. | | | |
| <p>8.SS.II.2 Compare the advantages and disadvantages of the Union and the Confederacy including natural resources, population, industrialization, and the military leadership of Ulysses S Grant and Robert E. Lee.</p> | | | |
| <p>8.SS.II.3 Evaluate the impact and contributions of specific groups in the Civil War including free and enslaved African Americans, American Indians, women, and immigrants.</p> | | | |

Standard II: United States History II

The student will analyze the course and consequences of the Civil War.

| Standard | Date | Date | Notes |
|---|------|------|-------|
| 8.SS.II.4 Discuss the key strategies utilized during the war, such as the Anaconda Plan, Total War, and the southern defense strategy. | | | |
| 8.SS.II.5 Summarize the significance of the key battles of the war, including Antietam, Gettysburg, Vicksburg, and Lee's surrender at Appomattox. | | | |
| 8.SS.II.6 Analyze the Emancipation Proclamation, including its role in expanding the goals of the war and its impact on slavery; identify the significance of Juneteenth in relationship to emancipation. | | | |
| 8.SS.II.7 Explain how the Gettysburg Address clarified the Union's motivation for winning the war. | | | |
| 8.SS.II.8 Evaluate the impact of Lincoln's assassination, loss of his leadership, and plans for reconciliation as expressed in his Second Inaugural Address. | | | |

Standard 12: United States History 12

The student will analyze the political, social, and economic transformations during the Reconstruction Era to 1877.

| Standard | Date | Date | Notes |
|---|------|------|-------|
| 8.SS.12.1 Compare the major plans and policies proposed for Reconstruction. | | | |
| 8.SS.12.2 Analyze the impact of state and federal legislation following the Civil War including A. 13th, 14th, and 15th Amendments B. Black Codes and Jim Crow laws C. establishment of the Freedmen's Bureau | | | |
| 8.SS.12.3 Compare the emerging social structure of the South including the A. influx of carpetbaggers and scalawags B. rise of the Ku Klux Klan and its acts of intimidation and violence C. election of blacks to government positions D. expansion of the tenant and sharecropper systems E. migration of former slaves. | | | |

Standard 12: United States History 12

The student will analyze the political, social, and economic transformations during the Reconstruction Era to 1877.

| Standard | Date | Date | Notes |
|---|------|------|-------|
| 8.SS.12.4 Assess the impact of the presidential election of 1876 as an end to reconstruction in the South, including decline of black leadership, loss of enforcement of the 14th and 15th amendments, and the development of segregated societies. | | | |
| 8.SS.12.5 Evaluate the impact of federal policies including: A. Homestead Act of 1862 and the resulting movement westward to free land B. impact of continued displacement of American Indians C. President Grant's Peace Policy on Indian affairs D. the development of the Transcontinental Railroad. | | | |



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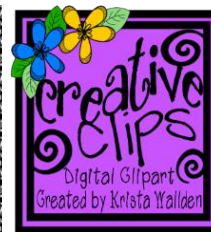
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