

8th Grade English Language Arts 3rd Trimester Standards

| Standard # | Student Friendly Version | Benchmark |
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| WA 1.1 | I will be able to analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. | 3 |
| WA 1.2 | I will be able to understand the most important points in the history of English language and use common word origins to determine the historical influences of English word meanings. | 3 |
| WA 1.3 | I will be able to use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast. | 3 |
| LC 1.3 | I will use clauses and conjunctions correctly in my sentences to clearly communicate my ideas. | 3 |
| RC 2.1 | I will be able to compare and contrast the parts of informational material so I can understand the document. | 3 |
| RC 2.2 | I will be able to find the main idea and the supporting details in informational writing. | 3 |

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| RC 2.5 | I will be able to understand and explain how to use a complicated mechanical tool after reading the directions. | 3 |
| RC 2.6 | I will be able to read and understand informational material and use the information to solve a problem. | 3 |
| LRA 3.1 | I will be able to tell what the purpose and characteristics are of different types of poetry. | 3 |
| LRA 3.6 | I will be able to recognize literary tools metaphor, simile, symbolism, dialect, or irony. I will use the literary tools to explain the meaning of the story. | 3 |
| LRA 3.7 | I will be able to explain how a writer's background affects the story that he/she wrote. | 3 |
| WS 1.2 | I will stay on topic in my writing and use clear transitions between paragraphs | 3 |
| WS 1.3 | I will use evidence, explanation, and examples to support my thesis. | 3 |

8th Grade Algebra 3rd Trimester Standards

| Standard # | Student Friendly Version | Benchmark |
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| 9.0 | I will be able to solve a system of linear equations in two variables and represent the solution with a graph. I will be able to do the same with a system of two inequalities. | 3 |
| 12.0 | I will be able to simplify fractions with polynomials by factoring and then reducing to lowest terms. | 3 |
| 13.0 | I will be able to add, subtract, multiply, and divide rational expressions. | 3 |
| 21.0 | I will be able to graph quadratic functions and know that their roots are the x-intercepts. | 3 |
| 15.0 | I will be able to solve problems involving rate and work by applying algebraic techniques. | 3 |

8th Grade Science 3rd Trimester Standards

Forces

Unbalanced forces cause changes in velocity. As a basis for understanding this concept:

| Standard #1 | Student Friendly Version | Benchmark |
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| A. | I will know a force has both direction and magnitude. | 3 |
| C. | I will know when the forces on an object are balanced, the motion of the object does not change. | 3 |
| E. | I will know that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction). | 3 |
| G. | I will know the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system. | 3 |

Earth in the Solar System (Earth Science)

The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept:

| Standard #2 | Student Friendly Version | Benchmark |
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| A. | I will know galaxies are clusters of billions of stars and may have different shapes. | 3 |

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| B. | I will know that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color. | 3 |
| C. | I will know how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth. | 3 |
| D. | I will know that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light. | 3 |
| E. | I will know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids. | 3 |

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

| Standard # | Student Friendly Version | Benchmark |
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| A. | I will know how to plan and conduct a scientific investigation to test a hypothesis. | 3 |

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| B. | I will know how to evaluate the accuracy and reproducibility of data. | 3 |
| C. | I will know how to distinguish between variable and controlled parameters in a test. | 3 |
| D. | I will know how to recognize the slope of the linear graph as the constant in the relationship $y=kx$ and apply this principle in interpreting graphs constructed from data. | 3 |
| E. | I will know how to construct appropriate graphs from data and develop quantitative statements about the relationships between variables. | 3 |
| F. | I will know how to apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including speed = distance/time, density = mass/volume, force = pressure x area, volume = area x height). | 3 |
| G. | I will know how to distinguish between linear and non-linear relationships on a graph of data. | 3 |

8th Grade History 3rd Trimester Standards

| Standard # | Student Friendly Version | Benchmark |
|------------|---|-----------|
| 8.5.1 | I will analyze the reasons the United States went to war with Great Britain in 1812. I will learn about the important battles, leaders, and the outcome of the fighting. | 3 |
| 8.5.2 | I will trace how the United States expanded its borders. I will learn about how we gained territory as a result of the Mexican-American War. The U.S. government also issued the Monroe Doctrine to keep European nations from interfering in the Americas. | 3 |
| 8.6.1 | I will be able to discuss the influence of industrialization on the N.E. Area of the United States including growth of cities and farming. | 3 |
| 8.6.2 | I will learn about the efforts to build transportation systems throughout the United States. | 3 |

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| 8.6.4 | I will learn that the black Americans who fled slavery in the South joined free black Americans in the north. To improve their lives, they established schools and churches. Some joined the movement to end slavery. | 3 |
| 8.7.1 | I will be able to describe the development of the agricultural South and the significance of cotton. | 3 |
| 8.8.1 | I will analyze the presidency of Andrew Jackson. I will learn about the spoils system, his veto of the National Bank, his Indian removal policy, and his opposition to the Supreme Court. | 3 |
| 8.8.2 | I will learn how the explorations of Lewis and Clark and the idea of Manifest Destiny contributed to westward expansion. | 3 |
| 8.8.6 | I will be able to describe the Texas War for Independence and the Mexican-American War. I will also be able to describe the territory the United States gained as a result of these wars. | 3 |

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| 8.9.4 | I will learn how the government tried to balance the number of slave states and free state to keep the peace between the two sections of the government. | 3 |
| 8.9.5 | I will examine how the debate over slavery became more and more heated as the differences between the North and the South grew. | 3 |