



## English Language Arts

Based on CA Common Core and SBAC Priority Standards

Strand	Standards
Reading	<p><b>Literature</b></p> <ol style="list-style-type: none"> <li>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. 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.</li> <li>3. 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.</li> <li>4. 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.</li> <li>5. 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.</li> <li>6. Analyze how the 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.</li> <li>7. Analyze the extent to which a filmed 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.</li> <li>9. 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.</li> <li>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ol> <p><b>Informational Text</b></p> <ol style="list-style-type: none"> <li>1. Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine a central idea of a text and analyze their development over the course of the text, including its relationship to supporting ideas; provide an objective summary of text.</li> <li>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</li> <li>4. 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.</li> <li>5. 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.</li> <li>6. 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.</li> <li>7. Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</li> <li>8. 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.</li> <li>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</li> <li>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ol>



## Priority Content Standards

### EIGHTH GRADE

<p>Writing</p>	<ol style="list-style-type: none"> <li>1. Write arguments to support claims with clear reasons and relevant evidence.</li> <li>2. Write informative/explanatory texts, including career development documents, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structures even sequences.</li> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>5. With some guidance and support from peers and adults, 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.</li> <li>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</li> <li>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> <li>8. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ol>
<p>Speaking and Listening</p>	<ol style="list-style-type: none"> <li>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.</li> <li>2. 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.</li> <li>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</li> <li>4. Present claims and findings (e.g., argument, narrative, response to literature presentations), 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.</li> <li>5. Include multimedia components and visual displays in presentations to clarify information, strengthen claims and evidence, and add interest.</li> <li>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ol>
<p>Language</p>	<ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standards English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</li> <li>3. Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>4. 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.</li> <li>5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ol>



### Mathematics

Based on CA Common Core and SBAC Priority Standards

Domain	Standards
The Number System (NS)	A. Know that there are numbers that are not rational, and approximate them by rational numbers.
Expressions and Equations (EE)	<p>A. Work with radicals and integer exponents.</p> <ol style="list-style-type: none"> <li>1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, <math>32 \times 3^{-5} = 3^{-3} = 1/33 = 1/27</math>.</li> <li>2. Use square root and cube root symbols to represent solutions to equations of the form <math>x^2 = p</math> and <math>x^3 = p</math>, where <math>p</math> is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that <math>\sqrt{2}</math> is irrational.</li> <li>3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as <math>3 \times 10^8</math> and the population of the world as <math>7 \times 10^9</math>, and determine that the world population is more than 20 times larger.</li> <li>4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities.</li> </ol> <p>B. Understand the connection between proportional relationships, lines and linear equations.</p> <ol style="list-style-type: none"> <li>5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</li> <li>6. Use similar triangles to explain why the slope <math>m</math> is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation <math>y = mx</math> for a line through the origin and the equation <math>y = mx + b</math> for a line intercepting the vertical axis at <math>b</math>.</li> </ol> <p>C. Analyze and solve linear equations and pairs of simultaneous linear equations.</p> <ol style="list-style-type: none"> <li>7. Solve linear equations in one variable.</li> <li>8. Analyze and solve pairs of simultaneous linear equations</li> </ol>
Functions (F)	<p>A. Define, evaluate and compare functions.</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</li> <li>3. Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.</li> </ol> <p>B. Use functions to model relationships between quantities.</p>



## Priority Content Standards

### EIGHTH GRADE

<p>Geometry (G)</p>	<p>A. Understand congruence and similarity using physical models, transparencies or geometry software.</p> <ol style="list-style-type: none"> <li>1. Verify experimentally the properties of rotations, reflections, and translations:</li> <li>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.</li> <li>3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</li> <li>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.</li> <li>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.</li> </ol> <p>B. Understand and apply the Pythagorean Theorem.</p> <ol style="list-style-type: none"> <li>6. Explain a proof of the Pythagorean Theorem and its converse.</li> <li>7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</li> <li>8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</li> </ol> <p>C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</p>
<p>Statistics and Probability</p>	<p>A. Investigate patterns of association of bivariate data.</p>
<p>Standards for Mathematical Practice (SMP)</p>	<ol style="list-style-type: none"> <li>1. Persevere in solving problems</li> <li>3. Explain thinking and reasoning and critique the reasoning of others</li> <li>6. Be precise in calculations, measurements and communicating thinking</li> <li>7. Recognize patterns and structure and use these In explanations and generalizations</li> </ol>

# Manzanita Elementary School District



## Priority Content Standards

### EIGHTH GRADE

#### Science

Based on CA State Content Standards in Science

#### *Focus on Physical Science*

Strand	Standards
<p>1. Motion</p> <p>Velocity is the rate of change of position.</p> <p>Students should know:</p>	<p>a. position is defined in relation to a standard reference point and a set of directions.</p> <p>b. average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary.</p> <p>c. how to solve problems involving distance, time and average speed.</p> <p>d. the velocity of an object must be described by specifying both the direction and the speed of the object.</p>
<p>2. Forces</p> <p>Unbalanced forces cause changes in velocity.</p> <p>Students should know:</p>	<p>a. a force has both direction and magnitude.</p> <p>c. when the forces on an object are balanced, the motion of the object does not change.</p> <p>e. when the forces on an object are unbalanced, the object will change its velocity.</p> <p>f. the greater the mass of an object, the more force is needed to achieve the same rate of change in motion.</p>
<p>3. Structure of Matter</p> <p>Each element has distinctive properties and an atomic number.</p> <p>Students should know:</p>	<p>a. the structure of the atom and know it is composed of protons, neutrons and electrons.</p> <p>b. that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.</p> <p>d. the states of matter (solid, liquid, gas) depend on molecular motion.</p> <p>f. how to use the periodic table to identify elements in simple compounds.</p>
<p>4. Earth in the Solar System</p> <p>Structure and composition of the Universe.</p> <p>Students should know:</p>	<p>a. galaxies are clusters of billions of stars and may be different shapes.</p> <p>b. the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature and color.</p> <p>d. 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.</p>
<p>5. Reactions</p> <p>Chemical reactions are atoms arranged into different combinations.</p> <p>Students should know:</p>	<p>a. that reactant atoms and molecules interact to form products with different chemical properties.</p> <p>b. that the idea of atoms explains the conservation of matter: in chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.</p>
<p>6. Chemistry of Living Systems</p> <p>Chemistry is the basis of biological systems.</p> <p>Students should know:</p>	<p>a. that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms.</p> <p>b. that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus and sulfur.</p>
<p>7. Periodic Table</p> <p>Students should know:</p>	<p>a. how to identify regions corresponding to metals, nonmetals, and inert gases.</p> <p>b. each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus.</p>
<p>8. Density/Buoyancy</p> <p>Objects are buoyant immersed in fluid.</p>	<p>a. that density is mass per unit volume.</p> <p>b. how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume.</p>
<p>9. Investigation and Experimentation</p> <p>Students will develop an questions and perform investigations.</p>	<p>a. Plan and conduct a scientific investigation to test an hypotheses.</p> <p>c. Distinguish between variable and controlled parameters in a test.</p> <p>e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.</p> <p>f. Apply simple mathematical relationships to determine a missing quantity in a mathematical expression, given the two remaining terms (including speed = distance/time, density = mass/volume, force = pressure x area, volume = area x height).</p>



## Priority Content Standards

### EIGHTH GRADE

### History/Social Science

Based on CA State Content Standards

### *U.S. History and Geography: Constitution to WWI*

	Standards
Analysis Skills Chronological and Thinking	<ol style="list-style-type: none"> <li>1. Explain how major events are related to one another in time.</li> <li>2. Construct various timelines of key events, people, and periods of history.</li> <li>3. Use maps and documents to identify physical and cultural features.</li> </ol>
Research, Evidence and Point of View	<ol style="list-style-type: none"> <li>1. Frame questions that can be answered by historical study and research.</li> <li>2. Distinguish fact from opinion in historical narratives and stories.</li> <li>5. Detect historical points of view and take historical context into consideration.</li> </ol>
Historical Interpretation	<ol style="list-style-type: none"> <li>1. Explain the central issues and problems from the past, using time and place.</li> <li>2. Understand cause, effect, sequence and correlation in historical events.</li> </ol>
<b>Content Standards</b> 8.1 A Constitutional Democracy	<ol style="list-style-type: none"> <li>2. Analyze philosophies of the Declaration of Independence, emphasizing individual rights.</li> <li>3. Analyze how the American Revolution affected other countries, especially France.</li> </ol>
8.2 Principles of the Constitution	<ol style="list-style-type: none"> <li>1. Discuss the significance of the Magna Carta, English Bill of Rights, and Mayflower Compact.</li> <li>6. Enumerate the powers of government set forth in the Constitution and liberties ensured by the Bill of Rights.</li> <li>7. Describe the principles of federalism, separation of powers, checks and balances, and ways in which the Constitution protects individual rights.</li> </ol>
8.3 The American Political System	<ol style="list-style-type: none"> <li>4. Understand how the conflicts between Jefferson and Hamilton resulted in two parties.</li> <li>6. Describe the basic law-making process and how the Constitution provides for citizens to participate in and monitor the government.</li> </ol>
8.5 Foreign Policy in the Republic	<ol style="list-style-type: none"> <li>1. Understand the political and economic causes and consequences of the War of 1812.</li> <li>2. Know the changing boundaries of the U.S. and the influence of the Monroe Doctrine.</li> </ol>
8.7 People in the South	<ol style="list-style-type: none"> <li>1. Describe the development of the agrarian economy in the South; discuss the significance of cotton and the cotton gin.</li> <li>2. Trace the origins and development of slavery; its effects on black Americans and on the South's political, social, religious, economic and cultural development.</li> </ol>
8.8 People in the West	<ol style="list-style-type: none"> <li>1. Discuss the election of A. Jackson in 1828, and the importance of Jacksonian democracy.</li> <li>2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny.</li> </ol>
8.10 The Civil War	<ol style="list-style-type: none"> <li>1. Compare the conflicting interpretations of state and federal authority (Calhoun, Webster).</li> <li>2. Trace the boundaries constituting the North and the South, the differences between the two regions, and the differences between agrarians and industrialists.</li> <li>4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence.</li> <li>6. Describe critical development and events in the war; battles, technology, surrender.</li> </ol>
8.11 Reconstruction	<ol style="list-style-type: none"> <li>1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.</li> </ol>
8.12 Transformation of the Economy	<ol style="list-style-type: none"> <li>1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources and trade; locate these on a map.</li> <li>5. Examine the location and effects of urbanization, renewed immigration, and industrialization.</li> <li>6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders, demand for collective bargaining, strikes and protests.</li> <li>9. Name the significant inventors and their inventions and identify how they improved the quality of life (i.e. Edison, Bell, Wright Brothers).</li> </ol>