OREGON DEPARTMENT OF EDUCATION

Standards By Design:

Eighth Grade for English Language Arts & Literacy (CCSS)

English Language Arts & Literacy (CCSS)

Eighth Grade

Instruction in the Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects will prepare Oregon students to be proficient in the four strands of the English language arts (ELA) skills—Reading, Writing, Language, and Speaking and Listening. Because students need grade-level literacy skills to access full content in school, the emphasis in the Common Core is to learn to read and write in ELA and to develop those skills, specific to the content, in all other classes. For grades K-5, the ELA and subject-area literacy standards are integrated; for grades 6-11/12, they are separate but parallel.

Literature - The following standards offer a focus for instruction in literary text and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

> 8.RL.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.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

> 8.RL.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.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

> 8.RL.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.

Craft and Structure

Anchor Standard 4: 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.

> 8.RL.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.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Anchor Standard 5: 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.

> 8.RL.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.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

> 8.RL.6 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

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

> 8.RL.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.

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

> 8.RL.8 (Not applicable to literature)

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

> 8.RL.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.

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

> 8.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Informational Text - The following standards offer a focus for instruction in informational text and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

> 8.RI.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.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

Anchor Standard 4: 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.

8.RI.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.

Anchor Standard 5: 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.

8.RI.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.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

8.RI.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.

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8.RI.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.

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

8.RI.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.

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

8.RI.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.

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

8.RI.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Writing - The following standards offer a focus for instruction in writing to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, and they should address increasingly demanding content and sources.

Text Types and Purposes

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

8.W.1 Write arguments to support claims with clear reasons and relevant evidence.

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

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

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

d. Establish and maintain a formal style.

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

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

8.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

8.W.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.

Research to Build and Present Knowledge

Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8.W.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.

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8.W.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.

Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., "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").

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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

Anchor Standard 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 tasks, purposes, and audiences.

8.W.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.

Speaking and Listening - The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

8.SL.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.

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

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

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

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

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

8.SL.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.

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

8.SL.3 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

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

8.SL.4 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.

Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

Language - The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Conventions of Standard English

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

b. Form and use verbs in the active and passive voice.

c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

d. Recognize and correct inappropriate shifts in verb voice and mood.

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

b. Use an ellipsis to indicate an omission.

c. Spell correctly.

Knowledge of Language

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Anchor Standard 3: 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.

8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. 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 a state contrary to fact).

Vocabulary Acquisition and Use

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

8.L.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.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g. verbal irony, puns) in context.

b. Use the relationship between particular words to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

8.L.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.

Reading for Literacy in History/Social Studies - Because students need grade-level literacy skills to access full content in school, the emphasis in the Common Core is to learn to read and write in ELA and to develop those skills, specific to the content, in all other classes. For grades K-5, the ELA and subject-area literacy standards are integrated; for grades 6-11/12, they are separate but parallel.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1.*

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

8.RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

Anchor Standard 4: 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.

8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Anchor Standard 5: 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.

8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

8.RH.9 Analyze the relationship between a primary and secondary source on the same topic.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

8.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Reading for Literacy in Science and Technical Subjects - Because students need grade-level literacy skills to access full content in school, the emphasis in the Common Core is to learn to read and write in ELA and to develop those skills, specific to the content, in all other classes. For grades K-5, the ELA and subject-area literacy standards are integrated; for grades 6-11/12, they are separate but parallel.

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

8.RST.1 Cite specific textual evidence to support analysis of science and technical texts.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

8.RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

8.RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

Anchor Standard 4: 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.

8.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Anchor Standard 5: 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.

8.RST.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

8.RST.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8.RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

8.RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

8.RST.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

8.RST.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

Writing for Literacy in History/Social Studies, Science, and Technical Subjects - Because students need grade-level literacy skills to access full content in school, the emphasis in the Common Core is to learn to read and write in ELA and to develop those skills, specific to the content, in all other classes. For grades K-5, the ELA and subject-area literacy standards are integrated; for grades 6-11/12, they are separate but parallel.

Text Types and Purposes

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

8.WHST.1 Write arguments focused on discipline-specific content.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

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

d. Establish and maintain a formal style.

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

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

8.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

8.WHST.3 Not applicable as a separate requirement. Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

8.WHST.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.

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

8.WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

8.WHST.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.

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8.WHST.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.

Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

8.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

Anchor Standard 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 tasks, purposes, and audiences.

8.WHST.10 Write routinely over extended time frames (time for 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.

Standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **8.RL.1**, means *grade 8, Reading Literature, standard 1*.

Standards By Design:

Eighth Grade for Science (2014)

Science (2014)

Eighth Grade

In the physical sciences, performance expectations at the middle school level focus on students developing understanding of several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several of engineering practices including design and evaluation.

The middle school performance expectations in Earth Space Science build on the elementary school ideas and skills and allow middle school students to explain more in-depth phenomena central not only to the earth and space sciences, but to life and physical sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. While the performance expectations shown in middle school earth and space science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices that lead to the performance expectations.

There are four life science disciplinary core ideas in middle school: 1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity. The performance expectations in middle school blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge across the science disciplines. While the performance expectations in middle school life science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many science and engineering practices integrated in the performance expectations.

By the time students reach middle school they should have had numerous experiences in engineering design. The goal for middle school students is to define problems more precisely, to conduct a more thorough process of choosing the best solution, and to optimize the final design.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

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MS-PS2 Motion and Stability: Forces and Interactions

> MS-PS2-1 Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.

Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.

> MS-PS2-2 Plan an investigation to provide evidence thatthe change in an object's motion depends on the sum of the forces on the object and the mass of the object.

Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.

Assessment Boundary: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.

> MS-PS2-3 Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

Clarification Statement: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.

Assessment Boundary: Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.

> MS-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.

Clarification Statement: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system.

Assessment Boundary: Assessment does not include Newton's Law of Gravitation or Kepler's Laws.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

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MS-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.

Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.

Assessment Boundary: Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.

MS-PS3 Energy

MS-PS3-1 Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.

MS-PS3-2 Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

Clarification Statement: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.

Assessment Boundary: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.

MS-PS4 Waves and Their Applications in Technologies for Information Transfer

MS-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.

Clarification Statement: Emphasis is on describing waves with both qualitative and quantitative thinking.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

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Assessment Boundary: Assessment does not include electromagnetic waves and is limited to standard repeating waves.

> MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.

Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.

> MS-PS4-3 Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

Clarification Statement: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in wifi devices, and conversion of stored binary patterns to make sound or text on a computer screen.

Assessment Boundary: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.

MS-LS3 Heredity: Inheritance and Variation of Traits

> MS-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.

Clarification Statement: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.

Assessment Boundary: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.

MS-LS4 Biological Evolution: Unity and Diversity

> MS-LS4-1 Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

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Clarification Statement: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.

Assessment Boundary: Assessment does not include the names of individual species or geological eras in the fossil record.

> MS-LS4-2 Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

Clarification Statement: Emphasis is on explanations of the evolutionary relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.

> MS-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.

Clarification Statement: Emphasis is on inferring general patterns of relatedness among embryos of different organisms by comparing the macroscopic appearance of diagrams or pictures.

Assessment Boundary: Assessment of comparisons is limited to gross appearance of anatomical structures in embryological development.

> MS-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.

Clarification Statement: Emphasis is on using simple probability statements and proportional reasoning to construct explanations.

> MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and, on the impacts these technologies have on society as well as the technologies leading to these scientific discoveries.

> MS-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.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

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Clarification Statement: Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time.

Assessment Boundary: Assessment does not include Hardy Weinberg calculations.

MS-ESS1 Earth's Place in the Universe

> MS-ESS1-1 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.

Clarification Statement: Examples of models can be physical, graphical, or conceptual.

> MS-ESS1-2 Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state).

Assessment Boundary: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.

> MS-ESS1-3 Analyze and interpret data to determine scale properties of objects in the solar system.

Clarification Statement: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.

Assessment Boundary: Assessment does not include recalling facts about properties of the planets and other solar system bodies.

> MS-ESS1-4 Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

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Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions.

Assessment Boundary: Assessment does not include recalling the names of specific periods or epochs and events within them.

MS-ESS3 Earth and Human Activity

MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.
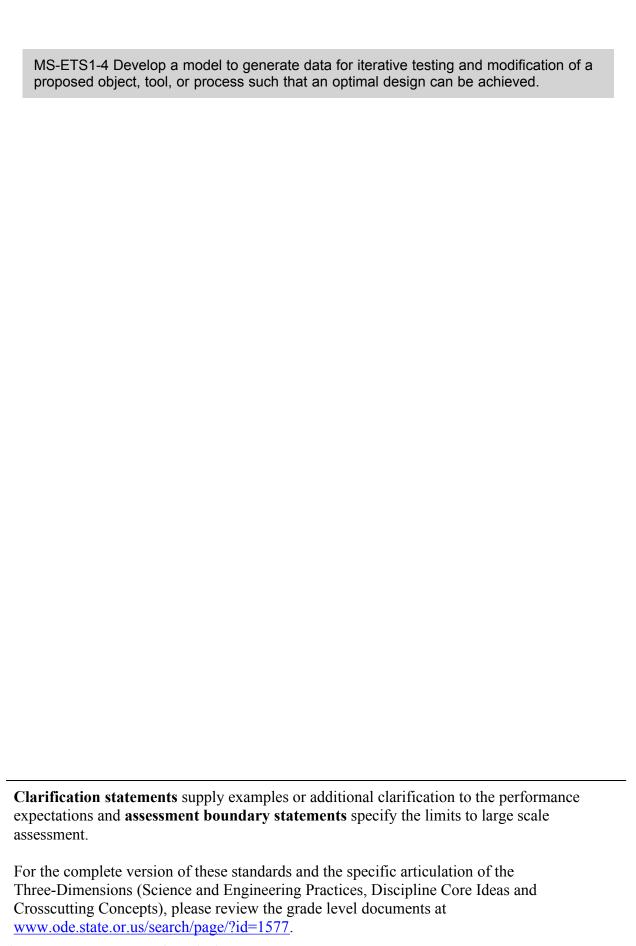
MS-ETS1 Engineering Design

MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

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MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Clarification statements supply examples or additional clarification to the performance expectations and **assessment boundary statements** specify the limits to large scale assessment.

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Standards By Design:

Eighth Grade for Health Education (2012)

Health Education (2012)

Eighth Grade

Eighth grade health skills and concepts include continuing to demonstrate refusal skills around the use of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances. Students work to demonstrate personal health care practices preventing the spread of communicable disease and advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

To promote environmental health, students identify ways to reduce exposure to potentially harmful and toxic substances, including second-hand smoke and the effects of transportation on the environment, health, and air quality. They also learn how to track progress toward achieving a short-term personal goal related to variety and moderation within healthy eating. Students recognizing diversity among people and demonstrating positive communication skills expressing personal needs, identifying personal characteristics that reflect a healthy self-image will promote the mental, social and emotional health of students.

Through identifying personal health benefits (academic, physical, mental, emotional, and social) of physical activity and understanding the dangers and legal issues related to the use of steroids, performance-enhancing drugs and controlled substances, students learn the importance of physical activity. Students identify school, home and community resources for mental and emotional health concerns and practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity.

Students identify rules and laws intended to prevent injuries, demonstrate personal responsibility to follow safety-related laws, use the decision making process to use safety practices in and around motorized vehicles, and design an advocacy campaign for preventing violence, aggression, bullying and harassment. Students also learn about violence and suicide prevention by demonstrating how to report unsafe situation to a trusted adult(s) and safe ways to respond to bullying and cyber bullying.

Alcohol, Tobacco and Other Drug Prevention

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Acquire knowledge and skills to understand the physical, social emotional effects of alcohol, tobacco, and other drugs and their use. [Related ORS: 336.455 Human Sexuality Education (K-12); 342.726 Curricula to include Steroids and Performance Enhancing Substances (K-12); Related OAR: 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12); 581-022-1440 Human Sexuality Education (K-12); 581-022-0416 Steroids and Performance Enhancing Substances (K-12); 581-022-1510 Comprehensive Guidance and Counseling (K-12)]

HE.08.AT01.CC Describe the benefits of a tobacco and drug-free environment.

HE.08.AT01.IC Demonstrate refusal skills related to the use of alcohol, tobacco, inhalant and other drug use.

HE.08.AT02.CC Explain why most youth do not use alcohol, tobacco and other drugs.

HE.08.AT02.INF Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

HE.08.AT03.CC Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.

HE.08.AT03.DM Analyze the short and long term effects of drugs using the decision making model.

HE.08.AT04.CC Explain the stages of drug dependence and addiction and its' effects on the adolescent brain.

HE.08.AT04.AI Identify places at school, in the home and community that provide support to those affected by alcohol, tobacco and drug addiction.

HE.08.AT04.INF Identify individual factors that modify drug effects including age, gender, weight, dosage, purity, tolerance, drug interactions.

HE.08.AT05.CC Explain the impact of second hand smoke.

HE.08.AT05.GS Set a goal to avoid secondhand smoke.

HE.08.AT06.CC Explain appropriate use of 'over the counter' and prescription drugs.

HE.08.AT06.AI Name an appropriate person in the school and/or community to dispense medications.

HE.08.AT07.CC Explain school policies and community laws related to alcohol, tobacco and illegal drug use, possession, and sales.

HE.08.AT07.ADV Advocate in the school and community for a drug and tobacco-free environment.

HE.08.AT08.CC Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.

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HE.08.AT08.IC Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving.

HE.08.AT09.CC Identify the effects of alcohol, tobacco and other drug use during pregnancy.

No skill listed for this concept

HE.08.AT10.CC Identify the effects of alcohol, tobacco, other drugs, including anabolic steroids and performance enhancing drugs.

No skill listed for this concept.

Prevention and Control of Disease

Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease. [Related ORS: 336.455 Human Sexuality Education Courses (K-12); Related OARs: 581-022-1210 District Curriculum, instruction of infectious diseases, including AIDS/HIV and Hepatitis B (K-12); 581-022-1440 Human Sexuality Education]

HE.08.PC01.CC Identify the differences between communicable diseases and non-communicable diseases.

No skill listed for this concept

HE.08.PC02.CC Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS, STDs and Hepatitis B and C.

HE.08.PC02.SM Demonstrate personal health care practices that prevent the spread of communicable disease.

HE.08.PC02.ADV Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

Promotion of Environmental Health

Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society. [Related ORS: 339.883 Tobacco Free Schools (K-12); Related OARs: 333-015-0025 -0085 Tobacco and Public Places; 581-021-0110 Tobacco Free Schools (K-12); 581-022-0413 Prevention Education in Drugs and Alcohol (K-12); 737-025-0000 – 0080 Safe Routes to School (K-12)]

HE.08.PE01.CC Identify sources of air and water pollution and how pollution affects health.

HE.08.PE01.AI Identify a specific health outcome as a result of air and/or water pollution, such as asthma.

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HE.08.PE01.SM Demonstrate ways to reduce your exposure to air and water pollution.

HE.08.PE02.CC Identify ways to reduce exposure to the sun.

HE.08.PE02.SM Describe personal strategies for minimizing potential harm from exposure to the sun.

HE.08.PE02.INF Analyze media messages that prevent and/or promote sun exposure.

HE.08.PE03.CC Identify ways to reduce exposure to potentially harmful and toxic substances, including second-hand smoke and how these substances may affect health.

HE.08.PE03.DM Use a decision making process to prevent exposure to harmful substances.

HE.08.PE04.CC Identify ways that transportation affects environment, health, and air quality.

HE.08.PE04.GS Set a goal for using active transportation.

HE.08.PE04.DM Use a decision making model to consider alternative modes of transportation.

Promotion of Healthy Eating

Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases [Related ORS: 336.423 Local Wellness Program; Related Public Law: PL 108–265, Section 204, USDA School Policy 42-2011 - Child Nutrition Reauthorization 2010]

HE.08.PH01.CC Compare and contrast the food groups, nutrients and serving size in the USDA recommended guidelines.

HE.08.PH01.SM Conduct a personal dietary assessment using the USDA guidelines.

HE.08.PH02.CC Explain the importance of variety and moderation in food selection and consumption.

HE.08.PH02.GS Track progress toward achieving a short-term personal goal related to variety and moderation within healthy eating.

HE.08.PH03.CC Identify the impact nutrition has on chronic disease.

HE.08.PH03.INF Differentiate between eating habits that are health promoting and eating habits linked to disease.

HE.08.PH04.CC Understand health risks of improper food handling.

HE.08.PH04.IC Share proper food preparation and storage practices with others.

HE.08.PH04.ADV Advocate for proper food preparation and storage practices in the home.

HE.08.PH05.CC Identify disordered eating habits and symptoms.

HE.08.PH05.SM Promote healthy ways to maintain or lose weight through eating habits, not dieting.

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HE.08.PH05.INF Identify how food choices are influenced by culture, family, media, technology, peers, body image and emotions.

Promotion of Mental, Social and Emotional Health

Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal relationships. [Related ORS: 339.351 – 364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12); 336.455 Human Sexuality Education (K-12); Related OAR: 581-022-0413 Prevention Education for Drugs and Alcohol (K-12); 581-022-0711 Child Abuse Reporting; 581-022-1440 Human Sexuality Education (K-12); 581-022-1510 Comprehensive Guidance and Counseling (K-12)]

HE.08.PM01.CC Explain how to build and maintain healthy family, peer, and dating relationships.

HE.08.PM01.IC Demonstrate effective communication skills that encourage healthy relationships.

HE.08.PM01.DM Make decisions that enhance or establish healthy relationships.

HE.08.PM01.ADV Advocate for healthy communication skills within relationships.

HE.08.PM02.CC Identify qualities that contribute to a healthy self-image.

HE.08.PM02.INF Analyze influences that may affect self-esteem (e.g., peers, media, and adults).

HE.08.PM02.GS Set goals around increasing healthy self-image.

HE.08.PM03.CC Identify personal stressors at home, in school and community.

HE.08.PM03.SM Practice managing personal stressors with peers, at home, in school, and community.

HE.08.PM03.GS Develop achievable goals to handle stressors in a healthy way.

HE.08.PM04.CC Recognize diversity among people, including age, disability national origin, race, color, marital status, sex, sexual orientation and gender identity.

HE.08.PM04.SM Demonstrate appropriate ways to respect and include others who are different from you.

HE.08.PM04.ADV Advocate respect for diversity.

HE.08.PM05.CC Identify how to manage emotions during adolescence.

HE.08.PM05.AI Identify home, school and community resources for mental and emotional health concerns.

HE.08.PM06.CC Identify the causes, effects and symptoms of depression, including suicide.

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HE.08.PM06.AI Identify school and community resources that can help a person who is depressed or contemplating suicide.

HE.08.PM06.IC Communicate to a peer ways of accessing help in a critical situation.

HE.08.PM07.CC Explain eating disorders and symptoms.

HE.08.PM07.INF Identify how food choices are influenced by culture, family, media, technology, peers, body image and emotions.

HE.08.PM08.CC Identify different types of addictive behaviors, including drug use and problem gambling.

HE.08.PM08.AI Identify school and community resources that provide support for addictive behaviors.

HE.08.PM08.INF Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.

HE.08.PM08.DM Use a decision making model to avoid or refuse addictive substances and/or behaviors.

HE.08.PM09.CC Describe law for reporting child abuse.

HE.08.PM09.AI Identify school and community resources for reporting child abuse.

Promotion of Physical Activity

Acquire knowledge and skills to understand the role physical activity has in promoting health. [Related ORS: 342.726 Steroids and Performance Enhancing Substances (K-12); 329.496 – 501 Physical Education Requirements (K-12); Related OAR: 581-022-1661 Physical Education Requirements (K-12); 581-022-0416 Steroids and Performance Enhancing Substances (K-12)]

HE.08.PP01.CC Explain the physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease.

HE.08.PP01.AI Access the recommended amount and types of physical activity for adolescents.

HE.08.PP01.SM Identify ways to be physically active throughout a lifetime.

HE.08.PP01.GS Design, implement, and monitor a personal physical activity plan.

HE.08.PP02.CC Identify appropriate use of safety equipment and procedures for physical activity.

HE.08.PP02.IC Share with others appropriate use of safety equipment for physical activity.

HE.08.PP03.CC Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight and percentage of body fat.

HE.08.PP03.INF Differentiate between a sedentary lifestyle and an active lifestyle.

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HE.08.PP03.ADV Advocate to community and school leaders for more opportunities to be physically active at school.

HE.08.PP04.CC Name the dangers and legal issues related to the use of steroids, performance-enhancing drugs and controlled substances.

HE.08.PP04.IC Use refusal skills to avoid the use of steroids, performance enhancing drugs and controlled substances.

Promotion of Sexual Health

Acquire knowledge and skills to understand the importance of safe behaviors in maintaining sexual health. [Related ORS: 336.455 Human Sexuality Education (K-12); 339.351-339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12); Related OAR: 581-022-1210 District Curriculum and Instruction (K-12); 581-022-1440 Human Sexuality Education (K-12) 581-022- 0413 Prevention Education in Drugs and Alcohol (K-12); 581-022-1510 Comprehensive Guidance and Counseling (K-12)]

HE.08.PS01.CC Describe physical, social and emotional changes that occur during puberty.

HE.08.PS01.AI Identify medically accurate sources of information about puberty, development and sexuality.

HE.08.PS01.INF Analyze how friends, family, media, society and culture can influence self-concept and body image.

HE.08.PS02.CC Define sexual intercourse and its relationship to human reproduction.

No skill listed for this concept

HE.08.PS03.CC Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.

HE.08.PS03.AI Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.

HE.08.PS03.GS Set a personal goal to avoid an unintended pregnancy.

HE.08.PS04.CC Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.

HE.08.PS04.INF Define values and what influences our values, including the media; analyze how our values impact our sexual health-related decisions.

HE.08.PS04.ADV Advocate for the promotion of abstinence as the safest most effective method of protection from STD/HIV, Hepatitis B and C, and pregnancy.

HE.08.PS05.CC Identify methods of protection including abstinence, disease reduction measures and contraception, from STD/HIV, Hepatitis B and C and pregnancy.

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HE.08.PS05.AI Access appropriate school, home and community resources to meet specific needs for sexual health, including pregnancy and STD/HIV/Hepatitis B and C testing, and contraception.

HE.08.PS05.SM Demonstrate the steps to using a condom.

HE.08.PS05.IC Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence condoms and other safer sex practices.

HE.08.PS05.DM Use a decision making model to choose abstinence or effective contraceptives, other safer sex practices.

HE.08.PS06.CC Identify possible short and long-term consequences of sexual activity, including what it means to be responsible for the results of one's decisions.

HE.08.PS06.IC Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent.

HE.08.PS06.DM Use a decision making model to avoid sexual activity that may put you and your partner at personal risk.

HE.08.PS07.CC Describe gender roles, gender identity and sexual orientation within healthy sexuality.

HE.08.PS07.ADV Advocate for school policies and programs that promote dignity and respect for all.

HE.08.PS08.CC Identify the impact of alcohol and other drug use on sexual decision-making.

HE.08.PS08.INF Analyze the role of alcohol and other drug use in sexual violence-related situations.

HE.08.PS09.CC Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.

HE.08.PS09.SM Demonstrate ways they can respond when someone is being bullied or harassed.

HE.08.PS10.CC Differentiate between biological sex, sexual orientation, and gender identity and expression.

HE.08.PS10.SM Explain how to promote safety, respect, awareness and acceptance.

HE.08.PS10.INF Analyze the influ-ence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity.

HE.08.PS11.CC Compare and contrast the charac-teristics of healthy and unhealthy relationships.

HE.08.PS11.SM Explain the criteria for evaluating the health of a relationship.

HE.08.PS12.CC Describe a range of ways people express affection within various types of relationships.

HE.08.PS12.IC Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

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HE.08.PS13.CC Define STDs, HIV, Hepatitis B/C and how they are and are not transmitted.

HE.08.PS13.AI Identify medically-accurate information about STDs, HIV, and Hepatitis B/C.

HE.08.PS14.CC Describe the consequences of prejudice, discrimination, racism, sexism and hate crimes.

HE.08.PS14.ADV Advocate for the promotion of empathy for indivi-dual differences.

Unintentional Injury Prevention

Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury. [Related ORS: 336.071 Emergency drills and instruction (K-12); Related OAR: 581-022-0413 Prevention Education in Drugs and Alcohol (K-12); 581-022-1210 District curriculum and Instruction (K-12); 581-022-1420 Emergency plans and safety programs (K-12)]

HE.08.UI01.CC Explain ways to prevent fires and reduce the risk of injuries in case of fire.

HE.08.UI01.INF Analyze how the media portrays fire and explosives and compare to safe and appropriate use.

HE.08.UI01.DM Understand the legal, financial and social consequences of fire and decide how to be responsible with fire.

HE.08.UI02.CC Explain ways to reduce risk of injuries in and around water.

HE.08.UI02.IC Demonstrate verbal and non-verbal communication to avoid unsafe situations in and around water.

HE.08.UI03.CC Explain safe behaviors when traveling to and from school and in the community.

HE.08.UI03.AI Identify laws intended to prevent injuries at school and in the community.

HE.08.UI03.SM Demonstrate personal responsibility to follow safety-related laws, including proper use of a helmet.

HE.08.UI03.DM Use the decision making process to use safety practices in and around motorized vehicles.

HE.08.UI04.CC Explain ways to reduce risk of injuries during sports/recreational participation.

HE.08.UI04.INF Examine the role of extreme risk-taking actions in the media and its' possible effects on behavior.

HE.08.UI04.GS Develop a goal to wear safety equipment correctly, even when peers do not.

HE.08.UI04.ADV Student advocate for injury self-reporting.

HE.08.UI05.CC Explain what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes.

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HE.08.UI05.AI Demonstrate an awareness of websites or organizations that promote survival kits and skills.

HE.08.UI05.SM Know your community's emergency response plan (CERT) and how you can participate in it.

HE.08.UI05.IC Devise a communication plan with your family so all the members know how to contact each other in case of emergency.

HE.08.UI06.CC Describe basic first aid procedures needed to treat injuries and other emergencies.

HE.08.UI06.SM Demonstrate procedures to get help in emergency situations and to stabilize injury situations until help arrives.

HE.08.UI07.CC Identify ways to prevent situations that might harm vision and hearing.

HE.08.UI07.SM Demonstrate ways to prevent risk of vision and hearing injuries.

HE.08.UI08.CC Identify ways to prevent climate-related physical conditions, such as physical exhaustion, sunburn, heat stroke and hypothermia.

No skill listed for this concept

HE.08.UI09.CC Explain the impact of alcohol, tobacco and other drugs on unintentional injury.

HE.08.UI09.INF Determine how alcohol and other drugs can affect behaviors that can lead to injury.

HE.08.UI09.IC Demonstrate strategies and refusal skills to avoid situations that may cause injury.

Violence and Suicide Prevention

Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors. [Related ORS: 339.351 – 364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12); Related OAR: 581-022-1510 Comprehensive Guidance and Counseling (K-12)]

HE.08.VS01.CC Explain pro-social behaviors.

HE.08.VS01.SM Demonstrate effective ways to promote respect for self and others.

HE.08.VS01.IC Practice and use a variety of clear communication skills and peer resistance skills to promote pro-social behavior.

HE.08.VS02.CC Explain how violence, aggression, bullying, cyber-bullying, and harassment affect health and safety.

HE.08.VS02.ADV Design an advocacy campaign for preventing violence, aggression, bullying, cyber-bullying, and harassment.

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HE.08.VS03.CC Explain the role problem-solving, anger management and impulse control have on preventing violence.

HE.08.VS03.IC Demonstrate the steps of problem-solving, anger management and impulse control.

HE.08.VS04.CC Describe the differences between physical, verbal, relational, sexual, and dating violence.

HE.08.VS04.GS Set a goal to prevent and avoid physical, verbal, relational and sexual, and dating violence.

HE.08.VS05.CC Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.

HE.08.VS05.AI Identify reporting process within school setting.

HE.08.VS05.IC Demonstrate a variety of clear communication skills to report dangerous situations.

HE.08.VS05.GS Set a personal goal to prevent and stop violence (including bullying and cyber bullying).

HE.08.VS05.ADV Advocate for a safe and civil school environment that fosters learning and achievement.

HE.08.VS06.CC State the warning signs of suicide.

HE.08.VS06.AI Describe how to access resources when you or someone else is depressed or considering suicide.

HE.08.VS06.SM Identify the early signs of stress and implement stress management techniques.

HE.08.VS07.CC Identify that media and technology may contains violent messages and images.

HE.08.VS06.INF Differentiate between pro-social and anti-social words and actions in the media.

HE.08.VS06.GS Set personal media and technology viewing goals.

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DEPARTMENT OF
EDUCATION

OREGON

Standards By Design:

Eighth Grade for Arts

Arts

Eighth Grade

Benchmark 3 (Grades 6-8) students select and combine essential elements and organizational principles when creating works of art, describe the creative process used, and begin to control the elements and principles to refine their expression. Students use aesthetic criteria to describe their preferences, critique their own work, describe other works of art, and identify how the elements and principles contribute to an aesthetic effect. Students distinguish the influences on works of art and compare and contrast works of art from different cultures. They explain how works of art reflect their contexts, how the arts serve a variety of purposes in a society, and the influences of the arts on individuals and society.

Create, Present, And Perform

Create, present and perform works of art.

AR.08.CP.01 Select and combine essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.

Apply the use of ideas, techniques and problem solving to the creative process and analyze the influence that choices have on the result.

AR.08.CP.02 Describe the creative process used, and the effects of the choices made, when combining ideas, techniques, and problem solving to produce one's work.

Express ideas, moods and feelings through the arts and evaluate how well a work of art expresses one's intent.

AR.08.CP.03 Create, present and/or perform a work of art by controlling essential elements and organizational principles to express an intended idea, mood or feeling.

Evaluate one's own work, orally and in writing.

AR.08.CP.04 Critique the artistic choices made in creating a work of art and their impact on the aesthetic effect, orally and in writing.

Aesthetics And Criticism

Apply critical analysis to works of art.

AR.08.AC.01 Use knowledge of essential elements, organizational principles and aesthetic criteria to describe works of art and identify how the elements and principles contribute to the aesthetic effect.

> Respond to works of art and give reasons for preferences.

AR.08.AC.02 Describe personal preferences for works of art using aesthetic criteria and identify how essential elements and organizational principles contribute to the aesthetic effect.

> Understand the interrelationships among art forms.

AR.08.AC.03 Explain the distinctive ways that essential elements and organizational principles from various arts disciplines are used in an integrated work of art and identify their impact on that work.

Historical And Cultural Perspectives

> Understand how events and conditions influence the arts.

AR.08.HC.01 Distinguish the influence of events and conditions on works of art.

> Distinguish works of art from different societies, time periods and cultures.

AR.08.HC.02 Identify and relate works of art from different societies, time periods and cultures, emphasizing their common and unique characteristics.

> Understand how the arts can reflect the environment and personal experiences within a society or culture, and apply to one's own work.

AR.08.HC.03 Explain how works of art from around the world reflect the artist's environment, society and culture.

> Understand the place of the arts within, and their influences on, society.

AR.08.HC.04 Explain how the arts serve a variety of purposes, needs and values in different communities and cultures.

AR.08.HC.05 Explain the influence of the arts on individuals, communities and cultures in various time periods.

Standards By Design:

Eighth Grade for Social Sciences (2011)

Social Sciences (2011)

Eighth Grade

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues. Focus (to include but not limited to): U.S. History – 1765 - Reconstruction

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

8.1. Evaluate continuity and change over the course of United States history by analyzing examples of conflict, cooperation, and interdependence among groups, societies, or nations.

8.2. Evaluate continuity and change over the course of Unites States history, by analyzing key people and constitutional convention, age of Jefferson, industrial revolution, westward expansion, Civil War.

8.3. Examine social, political and economic factors that caused westward expansion from American Revolution through reconstruction.

8.4. Evaluate the impact of different factors, including gender, age, ethnicity and class on groups and individuals during this time period and the impact these groups and individuals have on events of the time.

8.5. Analyze the causes as outlined in the Declaration of Independence, and examine the major American and British leaders, key events, international support, and consequences of (e.g., Articles of Confederation, changes in trade relationships, achievement of independence by the United States) the American Revolution.

Historical Thinking

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

8.6. Use and interpret documents and other relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.

8.7. Analyze evidence from multiple sources including those with conflicting accounts about specific events in U.S. History.

8.8. Evaluate information from a variety of sources and perspectives.

8.9. Construct or evaluate a written historical argument demonstrating an understanding of primary and secondary sources.

Geography

> Understand and use geographic skills and concepts to interpret contemporary and historical issues.

8.10. Interpret maps to identify growth and development of the United States.

8.11. Identify and describe patterns and networks of economic interdependence, migration, and settlement.

8.12. Investigate how differing geographic perspectives apply to issues in U.S. History.

8.13. Explain how current and historical technological developments, societal decisions, and personal practices influence sustainability in the United States.

Civics and Government

> Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

8.14. Explain rights and responsibilities of citizens.

8.15. Contrast the impact of the Articles of Confederation as a form of government to the U.S. Constitution.

8.16. Compare and contrast how European governments and the United States government interacted with Native American peoples.

8.17. Examine the development activities of political parties and interest groups and their affect on events, issues, and ideas.

8.18. Examine and analyze important United States documents, including (but not limited to) the Constitution, Bill of Rights, 13th-15th Amendments.

8.19. Examine important Supreme Court decisions prior to 1880 and the impact of the decisions on government practices, personal liberties, and property rights.

8.20. Analyze the changing definition of citizenship and the expansion of rights.

8.21. Analyze important political and ethical values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

Economics/Financial Literacy

> Understand economic concepts and principles and how available resources are allocated in a market and other economies. Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

8.22. Distinguish among tariffs, quotas, and government policies as means to regulate trade.

8.23. Describe how industrialization changes production and how it creates shifts in the market.

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

8.24. Compare fictional portrayals of a time, place, or character to historical or other non-fictional sources relating to the same period.

8.25. Critique data for point of view, historical context, distortion, or propaganda and relevance.

8.26. Examine a controversial event, issue, or problem from more than one perspective.

8.27. Examine the various characteristics, causes, and effects of an event, issue, or problem.

8.28. Investigate a response or solution to an issue or problem and support or oppose, using research.

Standards By Design:

Eighth Grade for Physical Education

Physical Education

Eighth Grade

Benchmark 3 (Grades 6-8) students use the mature forms of the basic skills in more specialized sports, dance and activities. They identify principles of practice and conditioning and know when, why and how to use strategies within game play. Additionally, students know the components of fitness and how these relate to their overall fitness status. They assess their personal fitness status on each component and use this information in the development of individualized physical fitness goals. Moving from merely identifying and following rules, procedures, safe practices, ethical behavior, students start reflecting upon their role in physical activity setting and the benefits of physical activity. They make appropriate decisions to resolve conflict arising from the influence of peers and practiced appropriate problem-solving techniques.

Expressive and Efficient Moving

> Demonstrate knowledge of a variety of motor skills.

PE.08.EE.01 Demonstrate movement principles (mechanics, force, speed) in performing skills related to a team activity and an individual or partner activity.

PE.08.EE.02 Execute a floor exercise, jump rope, or manipulative routine with intentional changes in direction, speed, and flow.

PE.08.EE.03 Demonstrate one of the following rhythmic activities: folk, square, social, creative dance, aerobic.

> Understand and participate in a variety of physical and recreational activities available in the school and community.

No standards currently exist for this CCG

> Understand and apply movement concepts.

PE.08.EE.04 Describe and apply principles of training, conditioning, and practice for specific physical activities.

PE.08.EE.05 Detect and correct errors of a critical element of movement.

> Understand and apply physical education vocabulary as it relates to movement concepts.

No standards currently exist for this CCG

> Understand rules and strategies for a variety of physical activities.

PE.08.EE.06 Demonstrate basic strategies specific to one team activity and one dual or individual activity.

PE.08.EE.07 Demonstrate an understanding of the rules to be followed during participation in specified physical activities.

Fitness for Lifetime

> Demonstrate knowledge of a physically active lifestyle.

PE.08.FL.01 Develop personal activity goals and describe benefits that result from regular participation in physical education.

PE.08.FL.02 Analyze and categorize physical activities according to potential fitness benefits.

> Understand the meaning of physical fitness and how personal fitness can be improved and maintained using a health-related fitness assessment as one tool for measuring.

PE.08.FL.03 Correctly interpret results of physical fitness assessments and use them to develop a written fitness program.

PE.08.FL.04 Identify the principles of fitness training using the FITT (Frequency, Intensity, Time and Type) model.

Self- Management and Social Behavior

> Understand appropriate and positive behavior management (social skills) and respect for all individual differences, including gender, ethnicity, and physical ability during physical activity.

PE.08.SM.01 Apply rules, procedures, and etiquette that are safe and effective for specific activities/situations.

PE.08.SM.02 Identify the elements of socially acceptable conflict resolution and sportsmanship.

> Understand and apply safety in movement activities.

No standards currently exist for this CCG

> Understand that history and culture influence games, sports, play, and dance.

No standards currently exist for this CCG