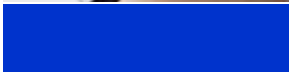
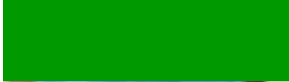




*Oklahoma State Department of Education*



*Sandy Garrett, State Superintendent*



The Parent's Guide to  
**EIGHTH GRADE**  
**STANDARDS**

*Priority*  
*Academic Student Skills*  
*(PASS)*

<http://www.sde.state.ok.us>

(405) 521-3361

**A Message from**  
*Sandy Garrett*  
*State Superintendent*

As Oklahoma's elected education leader and advocate for children, I am committed to ensuring that all students in our state have the essential skills needed for a high quality life.



Oklahoma's *Priority Academic Student Skills (PASS)* serve as a set of specific school standards covering all areas of a student's academic growth: English language arts, mathematics, science, social studies, the arts, and world languages. Oklahoma's *PASS* documents were developed by and for educators. These detailed sets of standards guide teachers and school leaders as they plan curriculum, instruction, and assessment for your student. The complete *PASS* documents are available on the Oklahoma State Department of Education Web site <[www.sde.state.ok.us](http://www.sde.state.ok.us)>.

Your student's school needs you as a partner in building these essential skills. To help you, we have created parent guides, which summarize Oklahoma's *PASS*, explaining essential skills and concepts your student will learn at each grade level. We encourage you to use these guides as a reference in conversations with your student's teachers and principals. We also encourage you to use the guides to talk with your children every day about what they are learning in school.

All the Best!

*Sandy Garrett*

# EIGHTH GRADE

## FINE ARTS

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### OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

The Fine Arts are organized around four standards:

- ◆ **Language of the Arts** - Students will learn to use appropriate vocabulary as it relates to the area of art they are studying.
- ◆ **History and Culture of the Arts** - Students will recognize the development of music and the visual arts from an historical and cultural perspective. In the visual arts students will begin to understand how art reflects a culture, make connections with other art forms, and identify art made by a variety of artists.
- ◆ **Expression in the Arts** - Students will perform a variety of music by singing or playing musical instruments. In the Visual Arts, students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.
- ◆ **Music Appreciation** - Students will learn to appreciate music and expand their listening beyond music currently familiar to the them.



## EIGHTH GRADE FINE ARTS

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**Language of the arts: Students will learn to read music and identify visual art terms.**

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Eighth grade students will read, notate, and interpret music by:

- ◆ Recognizing basic notational symbols, and notating simple pitch and rhythm patterns.
- ◆ Learning about the elements of music.
- ◆ Identifying instrumental ensembles, orchestral instruments, and classification of voice ranges.



Eighth grade students will identify a variety of visual art terms and learn how to:

- ◆ Compare art works which are similar or different in expressive quality, composition, and style.
- ◆ Describe and use the elements of art and principles of design in works of art.
- ◆ Discuss and contrast works of art of different media and styles.

## EIGHTH GRADE FINE ARTS

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**History of the arts: Students will recognize the historical development of the arts.**

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Eighth grade students will recognize the development of music from an historical and cultural perspective by:

- ◆ Singing and performing a variety of folk, ethnic, classical, and contemporary musical pieces.
- ◆ Listening to and describing music from a variety of styles, periods, and cultures.
- ◆ Learning about musical elements and instruments from around the world and compare them to American music.

Eighth grade students will recognize the development of visual art from an historical and cultural perspective by:

- ◆ Describing the cultural and ethnic traditions which have influenced the visual arts.
- ◆ Learning how visual art is used in today's world including advertising, television, and film.
- ◆ Discussing the relationship that exists between visual art and other art forms such as music, dance, and drama.



## EIGHTH GRADE FINE ARTS

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**Art Expression: Students learn a variety of ways to express themselves creatively through the arts.**

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Eighth grade students will learn how to perform a variety of music by:

- ◆ Learning how to compose music using a variety of sound sources including electronic and computer.
- ◆ Identifying uses of music in everyday life and performing and creating melodies in solo or group ensemble.

Eighth grade students will learn to use a variety of ideas and subject matter in creating original works of visual art by:

- ◆ Using observation, memory, and imagination in making original works of art.
- ◆ Assess and modify art work in progress based on an understanding of art materials and techniques.
- ◆ Developing and applying skills making two- and three-dimensional works of art.



## EIGHTH GRADE FINE ARTS



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### **Appreciation of the arts: Students will gain an appreciation for music and the visual arts.**

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Eighth grade students will learn to appreciate music and expand their listening beyond music currently familiar to them by:

- ◆ Demonstrating respect and appropriate behavior at musical performances by students and professional performers.
- ◆ Using appropriate terms to explain their preferences for musical works and styles and identify criteria for evaluating a musical composition or musical performance.

Eighth grade students will learn to appreciate the visual art as a vehicle of human expression by:

- ◆ Demonstrating appropriate behavior while attending visual art exhibitions.
- ◆ Being respectful of their work and the work of others.
- ◆ Expressing thoughtfulness and care in the completion of their artwork.

# EIGHTH GRADE LANGUAGE ARTS

## OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

Language arts is the form of communication by which we live, work, share, and build ideas and understandings of the present, reflect on the past, and imagine the future. Through language arts, we learn to appreciate, integrate, and apply what is learned for real purposes in our homes, schools, communities, and workplaces.

## READING/LITERATURE

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**Eighth Graders will continue to apply a wide range of strategies to understand, appreciate and respond to a variety of written works.**

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As the year progresses, an eighth grader will:

Develop and expand vocabulary through the following:

- ◆ Identify the origins and meanings of foreign words frequently used in English.
- ◆ Identify and explain idioms (expressions that cannot be taken literally), analogies (comparisons), metaphors (implied comparisons), and similes (comparisons using *like* or *as*).





## EIGHTH GRADE LANGUAGE ARTS



- ◆ Increase reading speed and comprehension by reading independently every day.
- ◆ Use a wide range of strategies for reading comprehension (preview, determine the author's purpose, ask questions, make inferences, compare and contrast ideas, summarize, evaluate, etc.).
- ◆ Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.
- ◆ Distinguish between fact and opinion.
- ◆ Understand the characteristics of genres, including short story, novel, drama, lyric poetry, nonfiction, historical fiction, and informational texts.
- ◆ Understand the characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, myth, limericks, tall tales, and plays.
- ◆ Demonstrate knowledge of literary elements and techniques (plot, conflict, character, mood, setting, theme, point of view, flashback, foreshadowing, symbolism, imagery, and author's purpose).

## EIGHTH GRADE LANGUAGE ARTS

- ◆ Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.
- ◆ Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.
- ◆ Understand the historical differences and cultural importance of literature from diverse cultures and historical periods.
- ◆ Access a variety of primary and secondary sources for research topics.
- ◆ Identify and credit sources used for both quoted and paraphrased information.
- ◆ Identify and apply test-taking strategies by answering different types and levels of questions, such as open-ended, literal, and interpretive as well as test-like questions, such as multiple choice, true/false, and short answer.
- ◆ Interpret and use information such as maps, graphs, timelines, or tables to address research questions.



## EIGHTH GRADE LANGUAGE ARTS

# WRITING

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**Eighth graders continue to have many opportunities to express ideas effectively in written form for a variety of purposes and audiences. Students will discuss and keep a list of writing ideas and use graphic organizers to plan writing. They will write clear, coherent, and focused papers, and progress through the stages of the writing process.**

**The Writing Process includes:**

- ◆ **Prewriting—organizing and planning ideas for writing.**
- ◆ **Drafting—writing a rough draft.**
- ◆ **Revising—improving the draft by adding, deleting, and rearranging sentences and/or paragraphs.**
- ◆ **Editing—checking spelling, punctuation, etc.**
- ◆ **Sharing—presenting to others.**

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As the year progresses, eighth graders will:

- ◆ Write research reports that define a thesis (a statement of position on the topic), include important ideas, concepts, and direct quotations from significant information sources.
- ◆ Document sources with reference notes and a bibliography.
- ◆ Use appropriate essay test-taking and timed-writing strategies that address and analyze the prompt (question) in an organized manner.





## LISTENING/SPEAKING

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**8th Graders will continue to demonstrate thinking skills in listening and speaking.**

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As the year progresses, eighth graders will:

- ◆ Identify major ideas and supporting details in informative and persuasive messages.
- ◆ Identify the speaker's viewpoint.
- ◆ Recognize barriers to effective listening.
- ◆ Plan presentations appropriate for different audiences and purposes.
- ◆ Give presentations in class using appropriate delivery and vocabulary.

# EIGHTH GRADE MATHEMATICS

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## OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

A student's success in mathematics depends largely on the quality of the foundation that is established during the first years of school. An eighth grade mathematics program should:

- ◆ Develop conceptual understanding of number.
- ◆ Involve children in doing mathematics.
- ◆ Include concrete experiences, pictorial representations, and abstract symbols.
- ◆ Utilize problem-solving experiences.
- ◆ Interpret the world using mathematics.
- ◆ Include a broad range of content.
- ◆ Provide appropriate use of technology.



## EIGHTH GRADE MATHEMATICS

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**Problem Solving – The student will use a variety of problem-solving approaches to ask and answer questions about mathematics and the real world.**

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As the year progresses, an eighth grader will:

- ◆ Solve practical, everyday problems which may have multiple answers.
- ◆ Use technology to generate and analyze data to solve problems.
- ◆ Formulate problems from situations within and outside of mathematics.
- ◆ Evaluate results to determine their reasonableness.
- ◆ Apply a variety of strategies, such as solve a simpler problem or work backwards, to solve multistep and nonroutine problems.

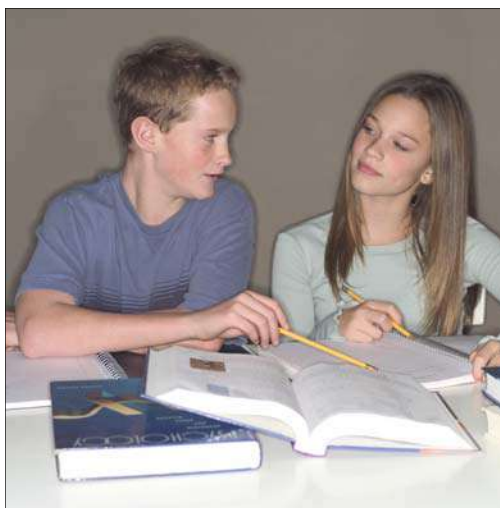
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**Communication – The student will use a variety of techniques to communicate mathematically.**

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As the year progresses, an eighth grader will:

- ◆ Discuss, represent, translate, and evaluate mathematical ideas using oral, written, pictorial, concrete, graphical, and/or algebraic methods.
- ◆ Reflect on and justify reasoning in mathematical problem solving (example: prepare a convincing argument about the mathematics used).
- ◆ Select and use appropriate mathematics terminology.



## EIGHTH GRADE MATHEMATICS



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**Reasoning – The student will use a variety of mathematical reasoning skills to solve problems.**

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As the year progresses, an eighth grader will:

- ◆ Identify and extend patterns from experiences, observations, and experiments, to make suppositions.
- ◆ Use counter examples to disprove suppositions.
- ◆ Develop and evaluate mathematical arguments (example: agree or disagree with the reasoning of others and explain why).
- ◆ Select and use various types of reasoning, such as specific to general, general to specific, and special.

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**Connections – The student will make connections between different aspects of mathematics, other disciplines, and the real world.**

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As the year progresses, an eighth grader will:

- ◆ Use mathematics to solve problems that arise in other subjects, like science and social studies, and in the real world.
- ◆ Connect one area or idea of mathematics to another (example: relate geometric shapes to ratio and proportion).

## EIGHTH GRADE MATHEMATICS

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### **Representation – The student will use a variety of representations to express data and mathematical ideas.**

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As the year progresses, an eighth grader will:

- ◆ Use a variety of representations to organize and record data.
  - ◆ Use representations, such as number lines and graphs, to promote the communication of mathematical ideas.
  - ◆ Use a variety of representations to model and solve physical, social, and mathematical problems.
- 

### **Algebraic Reasoning – The student will graph and solve linear equations and inequalities in problem-solving situations.**

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As the year progresses, an eighth grader will:

- ◆ Write and solve linear equations and inequalities with one and two variables.
  - ◆ Graph and interpret linear equations and inequalities with one variable on a number line.
  - ◆ Graph and interpret linear equations and inequalities with two variables on a coordinate plane.
- 

### **Number Sense – The student will use numbers and number relationships to solve problems.**

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As the year progresses, an eighth grader will:

- ◆ Compare, order, and apply mathematical computations on rational numbers (integers, positive and negative fractions, and decimals) to solve problems in real-life situations.
- ◆ Apply ratios, proportions, percents, and exponents to solve problems.
- ◆ Represent and interpret large numbers and numbers less than one in exponential and scientific notation.



## EIGHTH GRADE MATHEMATICS

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**Geometry – The student will use geometric properties to solve problems in a variety of contexts.**

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As the year progresses, an eighth grader will:

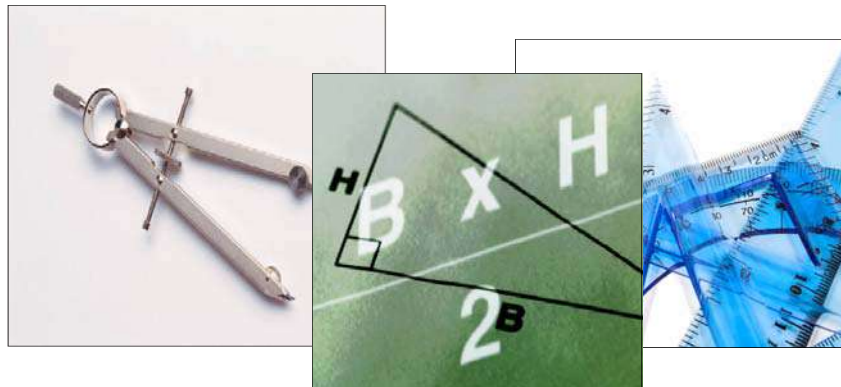
- ◆ Identify and describe three-dimensional figures (rectangular solids, prisms, cones, cylinders, pyramids, and combined forms) by constructing models and sketching from various perspectives.
  - ◆ Apply the Pythagorean Theorem formula to find the length of missing sides of right triangles.
- 

**Measurement – The student will use measurement to solve problems in a variety of contexts.**

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As the year progresses, an eighth grader will:

- ◆ Estimate and find the surface area and volume of three-dimensional figures in real world settings.
- ◆ Apply relationships between similar geometric figures.
- ◆ Select and apply appropriate formulas for given situations, such as simple interest, distance versus rate, and measurement.
- ◆ Find the area of a “region of a region” (example: the area of a sidewalk around a rectangular garden).



## EIGHTH GRADE MATHEMATICS

**Data Analysis and Statistics – The student will use data analysis and statistics to interpret data in a variety of contexts.**

As the year progresses, an eighth grader will:

Select and apply appropriate formats to display collected data.

Find the measures of central tendency (mean, median, and mode) of a set of data and understand how additional data may affect the measures of central tendency.

Determine how samples are chosen (random, limited, biased) and how the sample affects the generalizability of the results.



# EIGHTH GRADE

## SCIENCE

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### OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

The science framework is what students should know, understand, and be able to do in the natural sciences. Students combine process and content as they use scientific reasoning and critical thinking to develop their understandings of science.

The science process skills are:

- ◆ Observation and Measurement
- ◆ Classification
- ◆ Experimentation
- ◆ Interpretation and Communication
- ◆ Inquiry

There are three science content areas:

- ◆ Physical Science—(study of nonliving things or energy, motion, light, and sound).
- ◆ Life Science—study of living things such as animals and plants.
- ◆ Earth/Space Science—study of planet Earth and the Solar System.

Science knowledge in these content areas are developed through the use of the science process skills.

## EIGHTH GRADE SCIENCE

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**Observation and Measurement – Observation is the first action taken by the student to find new information about an object, organism, or event.**

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In eighth grade, students will:

Observe and measure the type of change (such as temperature, length, volume, position, and mass) and the amount of change before, during, and after an event.

Use tools such as metric rulers, graduated cylinders, thermometers, balances, spring scales, and stopwatches.

Use the metric system (grams, milligrams, meters, micrometers, millimeters, centimeters, kilometers, liters, milliliters, seconds, and degrees Celcius).

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**Classification is sorting objects based on similarities, differences and relationships.**

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In eighth grade, students will:

Classify (group) objects, organisms, or events based on how they are alike or different.

If groups have already been made, students should identify how the groups were formed.



## EIGHTH GRADE SCIENCE

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### **Experimentation is a method of discovering information.**

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In eighth grade, students will:

- ◆ Ask questions about the world around them that can be tested and then plan and carry out an experiment or test to answer their questions.
- ◆ Decide if an experiment is done correctly.
- ◆ Identify variables (what changes in an experiment) and controls (what stays the same) in an experiment.
- ◆ Identify independent variables (factors that are set by the experimenter) and dependent variables (what is measured) in an experiment.
- ◆ Identify a hypothesis (possible explanation for what will happen) in an experiment.
- ◆ Make a plan for an experiment and then do the experiment.
- ◆ Follow safety rules.

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### **Interpretation and Communication is the process of recognizing patterns in data and sharing that information with others.**

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In eighth grade, students will:

Make tables and line, bar, or circle graphs, to show data (information) from an experiment and read line, bar, or circle graphs.



## EIGHTH GRADE SCIENCE

- ◆ Use data from an experiment to explain what has happened and predict what will happen next.
- ◆ Talk and write about the design and the results of the experiment.
- ◆ Use the results of the experiment to show if the hypothesis was proved or disproved.

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**Inquiry is defined as the skills necessary to carry out the process of scientific thinking.**

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In eighth grade, students will:

- ◆ Use different ways to find answers to questions and correctly use different tools and technology in experiments to answer questions.
- ◆ Use evidence and results to make conclusions.
- ◆ Explain results to other students.



## EIGHTH GRADE SCIENCE

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### **In eighth grade Physical Science, students will:**

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- ◆ Understand that substances react chemically with other substances to form new substances with different characteristics (e.g., rusting, burning, reaction between baking soda and vinegar).
- ◆ Know that matter has physical properties that can be measured such as mass (amount of matter in an object), volume (space taken up by an object), density (mass compared to volume), temperature, color, texture, and hardness.
- ◆ Learn that in chemical reactions and physical changes, matter is conserved (the amount of matter stays the same).
- ◆ Know that the motion (movement) of an object can be measured. The position of an object, its speed and direction can be shown on a graph.
- ◆ Learn that an object that is not being subjected to a net force will continue to move at a constant velocity (in a straight line and a constant speed).

### **In eighth grade Life Science, students will:**

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- ◆ Learn that biologists study the internal (inside) and external (outside) structures of organisms and then classify (group) the organisms.
- ◆ Understand that organisms survive because of changes that occurred naturally over time.
- ◆ Learn that organisms have many different internal and external structures that allow them to survive in certain habitats—bats use echolocation which is use of sound signals to find their way, seeds are spread though many different ways such as wind, carried by animals, or moved by water.

## EIGHTH GRADE SCIENCE

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### **In eighth grade Earth Science, students will:**

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- ◆ Know that the Earth is mostly rock, three-fourths of its surface is covered by a thin layer of water, the entire planet is surrounded by a thin blanket of air, and is able to support life.
- ◆ Learn that land is formed as a result of constructive forces such as crustal deformation (changes in volume or shape of a body of rock), eruption of volcanoes, and deposits of sediment and destructive forces such as weathering (physical, chemical, or biological breakdown of rocks and minerals), and erosion (physical movement of rock particles).
- ◆ Know that the “rock cycle” is the forming of rock, weathering to break down rock, sedimentation or deposit of broken down rock, and the reformation of rock.
- ◆ Discover that the total amount of rock in the rock cycle stays the same even as the form of the rock changes.
- ◆ Learn that gravity is the force that controls the motion of the solar system and holds us to the Earth’s surface.
- ◆ Learn that there have been occasional serious and devastating events in the history of the Earth such as asteroids or comets hitting the Earth, very large eruptions of volcanoes, times when glaciers covered large parts of the Earth, and the sea level rising and falling.
- ◆ Discover that fossils provide important evidence of how life and environmental conditions have changed.





# EIGHTH GRADE SOCIAL STUDIES

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## UNITED STATES HISTORY

1760-1877

### OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

The focus of the course in United States History for Grade 8 is the American Revolution through the Civil War and Reconstruction eras, 1760-1877. The student will describe the major causes, key events, and important personalities of the American Revolution and examine in greater depth the factors, events, documents, significant individuals, and political ideas that led to the formation of the United States of America. A chronological study of the early national period, westward expansion, and the Civil War/Reconstruction eras will complete the course. Citizenship skills will focus upon the development of constitutional government in the United States. The student will continue to gain, develop, and put to use a variety of social studies skills. For the Grade 8 Criterion-Referenced Test (CRT) over the “History, Constitution and Government of the United States,” the time frame assessed is 1760-1860, or from King George III’s succession to the British throne to the election of Abraham Lincoln as president.



## EIGHTH GRADE SOCIAL STUDIES

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### **The student will develop and practice process skills in social studies.**

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As the year progresses, an eighth grader will:

- ◆ Develop and apply cause and effect reasoning and chronological thinking. Interpret primary and secondary sources.
- ◆ Construct timelines of United States history.
- ◆ Locate major features on a United States map.
- ◆ Interpret economic and political issues from a variety of sources.
- ◆ Make distinctions among propaganda, fact, and opinion.
- ◆ Evaluate cause and effect relationships. Interpret patriotic slogans and excerpts from notable quotations, speeches and documents.



### **The student will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.**

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As the year progresses, an eighth grader will:

- ◆ Read, write, and present a variety of products.
- ◆ Write on, speak about, and dramatize different historical perspectives of individuals and groups and of the causes and effects of major events.
- ◆ Examine the development and emergence of a unique American culture in the arts, music, and literature.

## EIGHTH GRADE SOCIAL STUDIES

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### **The student will explain the causes of the American Revolution.**

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As the year progresses, an eighth grader will:

- ◆ Explain the political and economic consequences of the French and Indian War following the Treaty of Paris of 1763, including the Proclamation of 1763, Sugar Act, Stamp Act, and Declaratory Act.
- ◆ Sequence and recognize the significance of the critical events leading to armed conflict between the colonies and Great Britain.
- ◆ Examine the arguments between Patriots and Loyalists about independence and how the decision to declare independence was reached.

### **The student will describe the factors which affected the course of the American Revolution.**

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As the year progresses, an eighth grader will:

- ◆ Analyze the ideological war between Great Britain and her North American colonies as expressed in the Declaration of Independence.
- ◆ Explain the significance of the political, economic, geographic and social advantages and disadvantages of each side and the different roles/perspectives on the war.
- ◆ Detail significant developments, battles, events, and individuals in the war.
- ◆ Explain how the colonists won the war against superior British resources.
- ◆ Trace the formation of a national government of the United States in the Articles of Confederation.

## EIGHTH GRADE SOCIAL STUDIES

**The student will examine the significance of and describe the institutions and practices of government created during the American Revolution and how they were revised between 1787 and 1815.**

As the year progresses, an eighth grader will:

- ◆ Evaluate the Articles of Confederation's strengths and weaknesses.
- ◆ Describe the economic issues arising out of the Revolution.
- ◆ Analyze the significance of the Constitutional Convention, its major debates, compromises, and key individuals.
- ◆ Describe the struggle for ratification of the Constitution and the addition of the Bill of Rights. Identify and explain the fundamental principles and rights of the Constitution.
- ◆ Interpret and give examples of the rights, responsibilities, liberties, and protections all individuals possess under the Constitution.
- ◆ Examine the major domestic and foreign affairs issues facing the first three presidents and Congress.
- ◆ Explain the significance of the presidential election of 1800.
- ◆ Explain the establishment of the Supreme Court as an independent and equal branch of the federal government.
- ◆ Describe United States foreign relations, conflicts, and territorial acquisitions



## EIGHTH GRADE SOCIAL STUDIES

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### **The student will examine and describe the economy of the United States from 1801 to 1877.**

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As the year progresses, an eighth grader will:

- ◆ Describe the economic growth and changes in the United States in science, technology, energy, manufacturing, entrepreneurship, and transportation, including geographic factors in the location and development of United States industries and centers of urbanization.
- ◆ Evaluate the impact in the Northern states of the concentration of industry, manufacturing, and shipping; the development of the railroad system, and the effects of immigration.
- ◆ Evaluate the impact in the Southern states of the dependence on cotton, the plantation system, and rigid social classes, and the relative absence of enterprises engaged in manufacturing and finance.
- ◆ Assess the economic, political, and social aspects of slavery, the variety of slave experiences, and African American resistance.

### **The student will examine the significance of the Jacksonian era.**

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As the year progresses, an eighth grader will:

- ◆ Explain why the election of Andrew Jackson was considered a victory for the “common man.”
- ◆ Analyze Jackson’s attack on the Second Bank of the United States.
- ◆ Describe the Nullification Crisis and the development of the states’ rights debates.
- ◆ Compare the policies toward Native Americans pursued by presidential administrations through the Jacksonian era and evaluate the impact on Native Americans of white expansion.

## EIGHTH GRADE SOCIAL STUDIES

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**The student will interpret evidence of how Americans endeavored to reform society and create a distinct culture.**

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As the year progresses, an eighth grader will:

- ◆ Analyze changing ideas about race and assess pro-slavery and anti-slavery ideologies in the North and South. Explain the fundamental beliefs of abolitionism and the operation of the Underground Railroad.
  - ◆ Assess the importance of the Second Great Awakening and the ideas and beliefs of its principal leaders. Identify major utopian experiments and describe the reasons for their formation.
  - ◆ Examine changing gender roles and the ideas and activities of women reformers.
  - ◆ Identify and explain the significance of the activities of early reform leaders of different racial, economic, and social groups in education, abolition, temperance, and women's suffrage.
- 

**The student will evaluate and explain the westward expansion of the United States from 1801 to 1877.**

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As the year progresses, an eighth grader will:

- ◆ Examine and discuss Manifest Destiny as a motivation and justification for westward expansion, the lure of the West, and the reality of life on the frontier.
- ◆ Delineate and locate territorial acquisitions explorations, events, and settlement of the American West.
- ◆ Describe the causes and effects of the Louisiana Purchase, Texas independence, and the Mexican-American War.
- ◆ Assess the factors that led to increased immigration and how ethnic and cultural conflict was intensified.

## EIGHTH GRADE SOCIAL STUDIES

- ◆ Compare and contrast the causes and character of the rapid settlement of Oregon and California in the late 1840s and 1850s.
- ◆ Examine the religious origins and persecution of the Mormons and evaluate their contributions to the settlement of the West.
- ◆ Describe the importance of trade on the frontiers and the impact of westward expansion on the American Indian tribes.

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**The student will examine and describe how the North and South differed and how these differences led to the Civil War.**

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As the year progresses, an eighth grader will:

- ◆ Identify and explain the economic, social, and cultural sectional differences between the North and the South.
- ◆ Examine how the invention of the cotton gin, the demand for cotton in northern and European textile factories, and the opening of new lands in the South and West led to the increased demand for slaves.
- ◆ Evaluate the importance of slavery as a principal cause of the conflict.
- ◆ Explain how the Compromise of 1850, the publication of *Uncle Tom's Cabin*, the Kansas-Nebraska Act, the Dred Scott decision, and John Brown's raid on Harper's Ferry contributed to and increased sectional polarization.
- ◆ Discuss the significance of the presidential election of 1860, including the issues, personalities, and results.

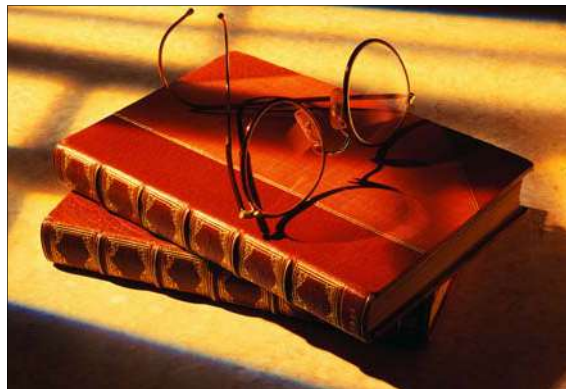


## EIGHTH GRADE SOCIAL STUDIES

**The student will describe the course and character of the Civil War and Reconstruction eras.**

As the year progresses, an eighth grader will:

- ◆ Compare the economic resources of the Union and the Confederacy at the beginning of the Civil War and assess the tactical advantages of each side.
- ◆ Identify the turning points of the war and evaluate how political, economic, military, and diplomatic leadership affected the outcome of the conflict.
- ◆ Compare the motives for fighting and the daily life experiences of the soldiers, both white and African American.
- ◆ Compare home front and battlefield roles of women in the Union and the Confederacy.
- ◆ Examine the various plans for Reconstruction, the programs to transform social relations in the South, and the successes and failures of Reconstruction in the South, North, and West.
- ◆ Explain the provisions of the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments.
- ◆ Analyze the escalating conflict between the president and Congress.
- ◆ Analyze how and why the Compromise of 1877 effectively ended Reconstruction





# WORLD LANGUAGES

## Middle School

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### OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

**Grade 8 is the final year of a required sequential language program in Oklahoma schools through which all students begin to develop skill in a language other than English.** At the end of the Grade 4-8 program sequence, students should demonstrate skill at the novice level. They will be able to understand and produce memorized phrases, but they will be limited to familiar topics practiced in the classroom. Much more study will be needed to gain fluency. Students who began study at an earlier level or who have been in an immersion setting will demonstrate higher levels of skill if that study is uninterrupted.

As stated in the profession's national goals, *communication* is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through reading of literature. Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides *connections* to additional bodies of knowledge that are unavailable to monolingual English speakers. Through *comparisons* and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways. As is apparent, none of these goals can be separated from the other. (National Standards in Foreign Language Education Project, 2006, p. 31.)

You will note that the *Priority Academic Student Skills (PASS)* are organized around these five goals: **communication, culture, connections, comparisons, and communities.**

# WORLD LANGUAGES

## Communication

*Communication occurring in the Novice Level Range often includes some combination of the following topics:*

*Self: family, friends, home, health, school, leisure activities, likes and dislikes, shopping, clothes, and animals.*

*Beyond Self: geography, directions, buildings, weather and seasons, places and events, calendar, time, food and customs, transportation, travel, professions, and work.*

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**Students will understand and interpret written and spoken language on a variety of topics.**

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When listening, reading, and viewing, learners in the Novice Level Range will:

- ◆ Comprehend simple daily communications on familiar topics, including simple instructions such as classroom procedures.
- ◆ Understand key words in written material such as advertisements, schedules, and menus.
- ◆ Comprehend the main idea of selected, age-appropriate authentic recordings and broadcasts and videos.
- ◆ Comprehend the main idea of selected, short, authentic written materials that use familiar vocabulary and language structures.
- ◆ Respond to simple commands, familiar vocabulary, and language structures.

## EIGHTH GRADE WORLD LANGUAGES



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**Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.**

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When communicating in oral or written form with other people, learners at the Novice Level Range will:

- ◆ Greet people, give introductions, and finish conversations with appropriate farewells.
- ◆ Ask and answer basic questions based on self and familiar material such as family members, personal belongings, school and leisure activities, location of people and objects, time, and weather.
- ◆ Express personal needs, preferences, and feelings.
- ◆ Give simple commands.



## EIGHTH GRADE WORLD LANGUAGES

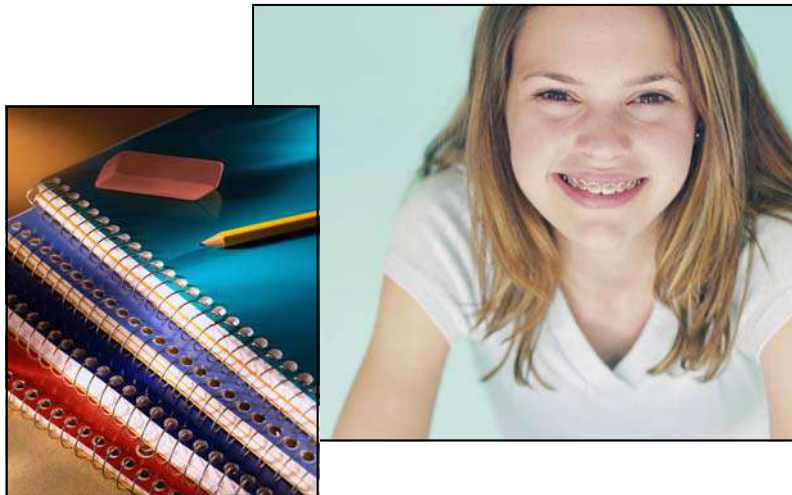
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**Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

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When presenting information by speaking or writing, learners in the Novice Level Range will:

- ◆ Describe in written or spoken format basic information, such as self, family members and friends, events, interests, school activities, and personal belongings.
- ◆ Give simple commands and make requests of another person or group.
- ◆ Retell a simple story using familiar vocabulary and language structures.
- ◆ Write personal journals and send brief messages to friends.
- ◆ Dramatize student-created and/or authentic songs, short poems, skits or dialogues.



## EIGHTH GRADE WORLD LANGUAGES

# Culture

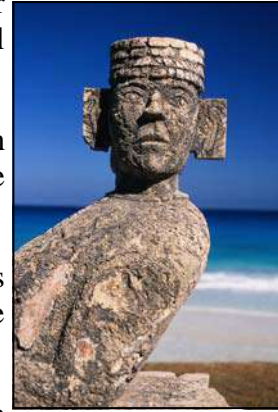
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**Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.**

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Learners in the Novice Level Range will:

- ◆ Imitate behavior such as greetings or gestures used in formal and informal settings in the culture studied.
- ◆ Identify some customs and traditions such as celebrations and holiday practices of the culture studied.
- ◆ Participate in cultural activities such as games, songs, and dances of the culture studied.
- ◆ Identify some viewpoints of the culture studied, such as those relating to time, school, transportation, pastimes, and the roles of family members.
- ◆ Recognize and explore the process of stereotyping other cultures.



## EIGHTH GRADE WORLD LANGUAGES



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**Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.**

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Learners in the Novice Level Range will:

- ◆ Identify objects, images and symbols, such as flags, currency, food, dress, and toys that are commonly used in the culture studied.
- ◆ Identify some major contributions and historical figures from the culture studied, including contributions in science, mathematics, government, and fine arts.
- ◆ Identify some historical and contemporary influences from the culture studied that are significant in the U.S. culture, such as explorers and settlers, music, and sports.
- ◆ Identify countries, regions, and geographic features where the world language is spoken.
- ◆ Make determinations of the culture's perspectives from popular media in the culture studied.

## EIGHTH GRADE WORLD LANGUAGES

# Connections

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**Students will reinforce and further their knowledge of other content areas through the world language.**

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Learners in the Novice Level Range will:

- ◆ Identify and/or use selected information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, and English) in the world language classroom.
- ◆ Identify and/or use selected information by using authentic world language resources, (such as the Internet, books, magazines), to reinforce or expand learning in other content-area classrooms (such as the arts, health, social studies, sciences, mathematics, English).

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**Students will acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.**

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Students in the Novice Level Range will:

- ◆ Obtain information about the world culture from selected authentic sources (such as the Internet, books, and magazines).
- ◆ Use authentic world language sources to gain insight about the distinctive perspectives of the culture they are studying.



## EIGHTH GRADE WORLD LANGUAGES

# Comparisons

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**Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.**

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Learners in the Novice Level Range will:

- ◆ Recognize words that are similar to English and borrowed words and be aware of their usefulness in comprehending language.
- ◆ Identify and compare the sound and writing systems of the world language with their own, including stress, intonation, and punctuation.
- ◆ Identify basic grammatical structures of the language studied and compare these structures to their own language, including word order, gender, and agreement.
- ◆ Recognize identified expressions that cannot be directly translated into their own language.





## EIGHTH GRADE WORLD LANGUAGES

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**Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

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Learners in the Novice Level Range will:

- ◆ Identify similarities and differences in verbal and nonverbal behavior between cultures.



- ◆ Recognize similarities and differences between the practices of the culture studied and their own.



- ◆ Identify similarities and differences in the products of the culture studied and their own.
- ◆ Recognize similarities and differences in the perspectives between the culture studied and their own.

## EIGHTH GRADE WORLD LANGUAGES

# Communities

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**Students will use the language both within and beyond the school setting.**

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Learners in the Novice Level Range will:

- ◆ Identify professions/occupations which are enhanced by proficiency in another language.
- ◆ Practice oral or written use of the world language with people outside the classrooms.
- ◆ Communicate on a personal level with speakers of the language via short letters, e-mail, audio, and videotapes.
- ◆ Produce short skits, stories, poems, multimedia shows, and present their works at school and/or in the community.

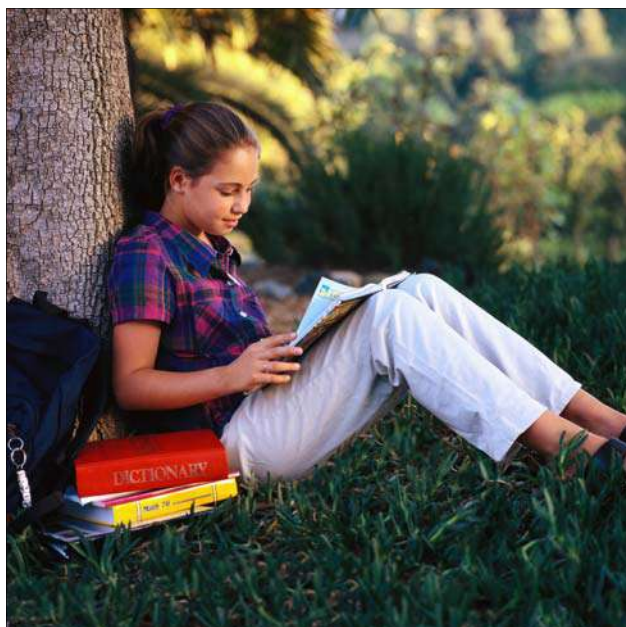


## EIGHTH GRADE WORLD LANGUAGES

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**Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.**

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Learners in the Novice Level Range will:

- ◆ Identify similarities and differences in verbal and nonverbal behavior between cultures.
- ◆ Recognize similarities and differences between the practices of the culture studied and their own.
- ◆ Identify similarities and differences in the products of the culture studied and their own.
- ◆ Recognize similarities and differences in the perspectives between the culture studied and their own.

## HELPFUL NUMBERS

### Curriculum

Assistant State Superintendent, (405) 521-4514  
Team Leader, (405) 522-3521  
Director, Arts in Education, (405) 521-3034  
Director, Reading and Literacy, (405) 521-2537  
Director, Language Arts, (405) 522-3522  
Director, World Languages, (405) 521-3035  
Director, Mathematics, (405) 522-3525  
Director, Social Studies, (405) 522-3523  
Director, Science, (405) 522-3524



## NOTES

OKLAHOMA STATE DEPARTMENT OF EDUCATION

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