

2021 - 2022

Homewood Middle School Learning Targets

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8th Grade Writing

1. Use the writing process to plan, organize and compose both formal and informal documents in the narrative, expository, and argumentative modes.

- a) I can produce coherent writing with focused development, organization, and style appropriate to task, purpose, and audience.
- b) I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- c) I can use technology to produce and publish writing, link and cite sources, and to collaborate with others.
- d) I can use various structural forms (transitions, sentence structure, parallelism, shifts, etc.) to clarify relationships among ideas and concepts/experiences and events.
- e) I can establish and maintain a formal style appropriate for each mode of writing.
- f) I can use precise language and topic-specific vocabulary.
- g) I can write routinely over extended and short time frames utilizing the writing process for discipline-specific tasks, purposes, and audiences.

Narrative

- a) I can write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured plots.
- b) I can organize an event sequence that unfolds naturally and logically through elements of plot (exposition, conflict, rising action, climax, falling action, and resolution).
- c) I can use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- d) I can use precise words and phrases, relevant descriptive details, sensory details and figurative language to capture action and convey experiences and events.
- e) I can "hook" the reader at the onset of my narrative, establish a context/point of view, and introduce a narrator/character and provide a conclusion that follows from and reflects on the narrated experiences or events.

Expository/Explanatory/Informational

- a) I can write informative/explanatory texts to examine and express complex ideas and information.
- b) I can use appropriate language and domain-specific vocabulary to inform or explain about my topic.

- c) I can develop an introductory paragraph from "hook" to "bridge," ending with a thesis statement.
- d) I can maintain an objective point of view and the literary present tense.
- e) I can formulate a thesis declaring my main points and develop multiple body paragraphs supporting my thesis.
- f) I can develop the topic with relevant facts, definitions, concrete details, quotations, definitions, textual details, graphics, or other informational examples.
- g) I can provide a concluding paragraph that restates the thesis/claim and supports the argument presented.
- h) I can compose a literary or passage analysis essay from prose (fiction or nonfiction) or poetry connecting an element of the text with the overall theme of the text.**
- i) I can evaluate and identify which elements (literary or rhetorical strategies) of a passage are most effective in helping the writer achieve his purpose.**
- j) I can properly incorporate quotations from the text into sentences of my own.**
- k) I can move beyond the three-part thesis and the five-paragraph structure to compose a more fluid and organic essay.**

Argument

- a) I can write arguments that support claims using clear reasoning and meaningful evidence.
- b) I can introduce claims and maintain an objective point of view where appropriate in my argument.
- c) I can use, introduce, and cite credible sources to support my claim.
- d) I can acknowledge and rebut alternate and opposing claims to strengthen my own logic.
- e) I can formulate a thesis declaring my main points and develop multiple body paragraphs supporting my thesis.
- f) I can develop an introductory paragraph from "hook" to "bridge," ending with a thesis statement.
- g) I can provide a concluding paragraph that restates the thesis/claim, initiates a "call to action," and supports the argument presented.
- h) I can show awareness and understanding of my world through my development of a thesis/claim and gathering global, relevant information and evidence in response to an argumentative prompt.**
- i) I can synthesize source material from literary or informational texts with my own evidence to support my thesis.**
- j) I can move beyond the three-part and the five-paragraph structure to compose a more fluid and organic essay.**

2. Use the research process to support a thesis on a literary or non literary topic.

- a) I can conduct research projects based on focused questions, demonstrating understanding of the subject under investigation.
- b) I can gather relevant information from multiple print and digital sources.
- c) I can identify and correctly use reference materials such as dictionary entries, a thesaurus, part(s) of a book to locate information (table of contents, copyright page, index, and glossary, etc.).

- d) I can assess the credibility and accuracy of sources by confirming the author's credentials and examining a resource for potential bias.
- e) I can take notes on research drawing evidence to support analysis, reflection, and research.
- f) I can paraphrase by restating information in my own words.
- g) I can summarize by telling the main idea in my own words.
- h) I can integrate information citing resource materials using MLA format to avoid plagiarism.

8th Grade Language

3. Demonstrate command of the conventions of Standard English grammar, capitalization, punctuation, and spelling in writing and/or speaking.

- a) I can make subjects and verbs agree in sentences with prepositional phrase interrupters and inverted word order, with indefinite pronouns or collective nouns as subjects, with compound subjects joined by correlative or coordinating conjunctions, and with collective nouns when verb form depends on the rest of the sentence.
- b) I can recognize and use verbs in an active and passive voice.
- c) I can recognize and use verbs in the indicative (interrogative), imperative, and subjunctive (conditional) moods to achieve specific effects.
- d) I can recognize inappropriate shifts in verb voice and mood.
- e) I can explain the function of verbals (participles, gerunds, infinitives) and use them in my writing.
- f) I can construct sentences with various structures – simple, compound, complex, and compound-complex - to show relationships among ideas and vary my writing.
- g) I can recognize parallelism in phrases and clauses and construct sentences which contain parallel elements (words, phrases, clauses).
- h) I can develop advanced sentence structures including subject complements.
- i) I can use punctuation (commas, ellipsis, dash) to indicate a pause or break or omission.
- j) I can punctuate the titles of poems and novels correctly.
- k) I can spell correctly.

8th Grade Reading Comprehension and Application

4. Apply comprehension strategies to fiction, non-fiction, poetry, and visual/print media.

- a) I can read and comprehend grade level text independently and proficiently.
- b) I can apply self-monitoring strategies for understanding text including, but not limited to determining sequence of steps, events, or main idea; distinguishing supporting ideas/subplots; determining problems and solutions; differentiating fact from fiction; comparing predictions with actual context in text; questioning for self monitoring; and summarizing or paraphrasing.
- c) I can express the main idea or theme as a statement of universal truth.
- d) I can support conclusions, inferences, and analysis citing details from text.

5. Analyze and evaluate author's style and structures of texts in fiction, non-fiction, poetry, and visual/print media.

- a) I can analyze the effect of specific word choice on meaning and tone.
- b) I can analyze in detail the structure of a specific paragraph including the role of specific sentences in developing and refining a key concept.
- c) I can compare/contrast the structure of two or more texts and analyze how the differing structures contribute to meaning and style.
- d) I can analyze how a poem's form and structure contribute to its meaning.
- e) I can analyze the effects of rhyme and repetition of sounds on a specific aspect of a poem, story, or drama.
- f) I can analyze how an author's choices in structure create mystery, suspense, or surprise.
- g) I can analyze a particular point of view or cultural experience reflected in reading a wide-range of world literature.

6. Analyze and evaluate literary and rhetorical devices in fiction, non fiction, poetry, and visual/print media.

- a) I can identify, categorize, and analyze characters and characterization.
- b) I can determine point of view (1st, 2nd, 3rd, omniscient).
- c) I can analyze the differences, understand the purpose, and explain the effects of various points of view including characters, author, reader/audience.
- d) I can acknowledge and respond to conflicting evidence or viewpoints.
- e) I can analyze how an author acknowledges and responds to conflicting evidence.
- f) I can recognize the contributions point of view makes towards irony, suspense, and humor.
- g) I can evaluate the impact of setting to the literature's mood, plot, and characterization.
- h) I can analyze components of plot (exposition, rising action, climax, falling action, and resolution).
- i) I can differentiate between internal and external conflict.
- j) I can construct a theme of universal truth or a central claim and analyze its development throughout the text.
- k) I can explain the relationship of themes to other elements within the text (character, plot, setting, etc).
- l) I can evaluate specific claims in the text (assessing if the reasoning is sound and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced).
- m) I can differentiate between mood and tone of the text.
- n) I can analyze the impact of specific word choice on tone.
- o) I can analyze imagery as a literary device.
- p) I can analyze how particular lines of dialogue or events propel the action forward, reveal aspects of character, or provoke a decision.
- q) I can identify rhythm and rhyme schemes in poetry.
- r) I can distinguish among defining characteristics of poems including odes, ballads, epics, lyrics, sonnets, haikus, and limericks.

7. Acknowledge different perspectives and make contemporary connections to world literature, informational documents, and media.

- a) I can analyze the interactions between individuals, events, and ideas in a text.
- b) I can analyze how modern works draw upon themes, patterns, structures, forms, and ideas of the past, describing how the work is rendered new.
- c) I can compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- d) I can evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
- e) I can analyze a case presented with multiple pieces of conflicting textual evidence noting where the texts disagree on fact and interpretation.

8th Grade Speaking and Listening

8. Present information in a clear, concise, and logical manner appropriate for the task, audience, and purpose.

- a) I can adapt speech to a variety of contexts, formal and informal, recognizing the audience, occasion, and purpose.
- b) I can organize information in order to present a logical oral presentation.
- c) I can present claims and findings in a coherent manner emphasizing main points, relevant evidence, sound reasoning, and/or well-chosen details.
- d) I can engage effectively in grade level discussions, texts, and issues with diverse partners following rules and guidelines for effective discussion (posing a question/idea, connecting ideas, responding to others, providing relevant evidence, acknowledging new ideas, qualifying or justifying viewpoints, refuting bias, and reframing my mindset when new knowledge is presented).
- e) I can define individual roles as needed, track progress towards specific goals and deadlines, and bring discussions back on topic as needed.
- f) I can come prepared to discussions by reading or researching material relevant to class topics.
- g) I can demonstrate active listening skills to evaluate a presentation for appropriate audience, purpose, and effectiveness.
- h) I can identify a speaker's argument/claim.
- i) I can evaluate the soundness of the reasoning and the relevance or irrelevance of the evidence provided by a speaker.
- j) I can use appropriate eye contact, speak in an adequate volume, and pronounce my words clearly.
- k) I can include multimedia components and visual displays to clarify information, strengthen claims, and add interest.

8th Grade Vocabulary

9. Determine the meaning of unknown and/or multiple-meaning words, and phrases in grade-level texts.

- a) I can use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase and the relationship between words.
- b) I can clarify the meaning of multi-meaning words based on context.
- c) I can verify the predicted meaning of words and phrases.
- d) I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation, meaning, part of speech, etymology, or to determine or clarify the word.
- e) Use common (not all are Greek!) prefixes, roots, and suffixes as clues to determine the meaning of a word or phrase.
- f) I can demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

10. Expand vocabulary to increase reading comprehension and strengthen communication.

- a) I can demonstrate understanding of word relationships (e.g., stingy, scrimping, economical, unwasteful, thrifty) and nuances in word meanings.
- b) I can explain figurative language such as figures of speech in context (e.g., allusions, pun, irony/sarcasm, idioms).
- c) I can gather and accurately use 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 (e.g. hyperbole, quadrilateral, hypothesis, anarchy, Bloom's Taxonomy).
- d) I can distinguish among connotations of words with similar denotations.
- e) I can gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**** Indicates Pre-AP Learning Targets: These targets will be mastered at a faster pace and at increased depth in this math team course.**

8th Grade Math Team

[MT] denotes additional learning targets that are not part of the Alabama Advanced Math 8 Course of Study.

1. Probability and Statistics

- a. I can **construct, interpret, and summarize** data in two-way frequency tables in order to **describe** possible associations between the two variables. [37, 40a]
- b. I can use mathematical and statistical reasoning with bivariate categorical data in order to draw conclusions and assess risk. [41]
- c. I can **distinguish** between categorical and quantitative data and between techniques that may be used for **analyzing** each type of data. [38]
- d. I can **represent** the data in two-way frequency tables using segmented bar graphs. [39a]

- e. I can **interpret** relative frequencies in the context of categorical data (including joint, marginal, and conditional relative frequencies). [39b]
- f. I can identify possible associations and trends in categorical data. [39c]
- g. I can **describe** events as subsets of a sample space using characteristics of the outcomes, or as unions, intersections, or complements of other events. [43]
- h. I can **explain** whether two events are independent using two-way tables or tree diagrams. [44]
- i. I can **compute** the conditional probability of event A given event B, using two-way tables or tree diagrams. [45]
- j. I can **recognize** and **describe** the concepts of conditional probability and independence in everyday situations and **explain** them using everyday language. [46]
- k. I can **recognize** and **explore** situations where the association between two categorical variables is reversed when a third variable is considered (Simpson’s Paradox). [40b]
- l. I can **design** and **carry out** an investigation to determine whether there appears to be an association between two categorical variables, and **write** a persuasive argument based on the results of the investigation. [42]
- m. I can **explain** why the conditional probability of A given B is the fraction of B’s outcomes that also belong to A, and **interpret** the answer in context. {That is, $P(A|B) = P(A \text{ and } B)/P(B)$ } [47]

2. Solving Linear Equations [* indicates a local learning target]

- a. I can **simplify** and **evaluate** expressions using the Order of Operations. [*]
- b. I can **simplify** expressions by combining like terms. [*]
- c. I can **simplify** expressions by using the DIstributive Property. [*]
- d. I can **translate** verbal expressions into algebraic expressions. [*]
- e. I can **translate** verbal expressions into equations or inequalities. [13]
- f. I can **solve** one- and two-step equations using inverse operations. [13]
- g. I can **write** one variable equations to model and **solve** real-world situations. [13]
- h. I can **solve** multi-step equations. [13]
- i. I can **write and solve** multi-step equations to model and solve real-world situations. [13]
 - Distance-Rate-Time, Age, Mixture, Cost/Wage/Money/Interest, Consecutive Integer, and Geometry/ Area problems **[MT]**
- j. I can **solve** equations involving one or two absolute values. [10, 13, 15]
- k. I can **identify** special solutions of absolute value equations. [10]
- l. I can **solve** literal equations for a specified variable using inverse operations. [MT]
- m. I can **solve** problems that involve defining other “operations.” (ex: $a \# b = a^b - b^a$) **[MT]**
- n. I can **solve** a variety of math tournament problems. **[MT]**

3. Inequalities

- a. I can **graph** linear inequalities in one variable on a number line. [13,15]
- b. I can **solve** one-step linear inequalities in one variable using inverse operations. [13,15]

- c. I can **solve** multi-step linear inequalities in one variable Using inverse operations. [13,15]
- d. I can **write** linear inequalities and use them to solve real-world situations. [13,15]
- e. I can **solve** and **graph** compound inequalities in one variable on a number line. [13,15]
- f. I can **solve** and **graph** absolute value inequalities in one variable. [13,15]

4. Relations and Functions

- a. I can **identify** the domain and range of a relation. [16a]
- b. I can **identify** the domain and range of a relation or function using interval notation. [MT]
- c. I can **translate** between the different representations of relations (e.g., graphs, equations, tables, verbal descriptions, and ordered pairs). [18]
- d. I can **identify** discrete and continuous functions using graphs and tables, or verbal descriptions from real-world situations. [14, 16b]
- e. I can **identify** whether a relation is a function from a list of ordered pairs, a table, a mapping, or a graph. [16a-b, 18]
- f. I can **sketch** a graph to represent a verbal description. [30]
- g. I can **identify** dependent and independent variables in real-world situations. [8, 16, 18]
- h. I can **evaluate** functions using function notation. [16a]

5. Linear Functions and Inequalities

- a. I can **interpret** the slope (rate of change) and y-intercept (constant term/starting point) of a linear model in the context of the data. [31]
- b. I can **translate** between different representations of linear relations (e.g., graphs, equations, tables, verbal description. [31?]
- c. I can **write** linear equations in slope-intercept form given two points. [14, 26b, 27, 33]
- d. I can **write** the equation of a line in point-slope form. [14, 26b, 27]
- e. I can **translate** an equation written in point-slope form to slope-intercept form and then to standard form. [14, 26b, 27, 33]
- f. I can **graph** the equation of a line from slope-intercept form and point-slope form. [14, 15, 17, 29, 30, 32a, 33]
- g. I can **write** a linear equation given a graph. [14, 26b, 27, 33]
- h. I can **graph** a linear equation using the x- and y-intercepts. [MT]
- i. I can **write** the equation of a horizontal and vertical line. [14, 26b, 27, 33]
- j. I can **write** linear equations of parallel and perpendicular lines. [MT]
- k. I can **model** real-world situations by writing a linear equation. [33]
- l. I can **use** the equation of a linear model to solve problems, **interpreting** the slope and intercepts in the context of the data. [29, 33, 36a]
- m. I can **represent** data of two variables on a scatter plot and **describe** how the variables are related. [34]
- n. I can **construct** and **interpret** scatter plots using the line of best fit to investigate patterns of association between two quantities. [34, 35]
- o. I can **identify** arithmetic sequences. [24, 27]

- p. I can **write** the equation (rule) for the n^{th} term of an arithmetic sequence. [24,27]
- q. I can **graph** absolute value functions and **identify** key features of the graph. [14, 16b, 17, 25, 32b]
- r. I can **recognize, describe, sketch, and perform** basic transformations on the parent function $y = |x|$. [14, 16b, 17, 25, 32b]
- s. I can **translate** the graphs of lines and relate the shift change to point-slope form [$y = m(x-h) + k$]. [MT]
- t. I can **evaluate** piecewise functions. [14, 15, 17, 30]
- u. I can **write and graph** piecewise functions. [14, 15, 17, 30, 32b]
- v. I can **write and graph** piecewise functions (including step-functions) from the context of real-world situations. [MT]

6. Systems of Linear Equations/Inequalities

- a. I can **solve** a system of equations by graphing with and without technology. [9a, 9b, 12b, 15, 22]
- b. I can **solve** a system of equations by substitution. [9b, 12a, 12b, 15]
- c. I can **solve** a system of equations by elimination (without multiplication). [9b, 12a, 12b, 15]
- d. I can **solve** a system of equations by elimination (with multiplication). [9b, 12a, 12b, 15]
- e. I can **recognize** a system of linear equations as having no solution, one solution, or infinitely many solutions (both graphically and algebraically). [9b, 12a, 12b, 15]
- f. I can **model and solve** real-world situations using systems of equations. [33]
 - Wind and Current problems [MT]
- g. I can **graph** a linear inequality in two variables from slope-intercept or standard form. [15, 21]
- h. I can **graph** systems of linear inequalities. [15, 21]
- i. I can **model and solve** real-world situations using systems of linear inequalities. [33]

7. Exponential Functions

- a. I can **evaluate** exponential expressions using the Product of Powers Property. [2]
- b. I can **evaluate** exponential expressions using the Power of a Power Property. [2]
- c. I can **evaluate** exponential expressions using the Power of a Product Property. [2]
- d. I can **evaluate** exponential expressions using the Quotient of Powers Property. [2]
- e. I can **evaluate** exponential expressions using the Power of a Quotient Property. [2]
- f. I can **evaluate** expressions with zero and negative exponents. [2]
- g. I can **find** n^{th} roots. [1, 2]
- h. I can **evaluate** expressions with rational exponents. [1, 2]
- i. I can **define** the imaginary number i such that $i^2 = -1$. (Note: Students are only introduced to the idea that there are real and imaginary solutions.) [3]
- j. I can **identify and interpret** parts of an exponential function (starting amount, growth or decay factor). [6c, 14, 15, 16b, 17, 23, 25, 26a, 27, 30, 33]
- k. I can **write and solve** real-world situations using exponential functions. [6c, 26c, 33]

- l. I can **interpret** the key features of graphs and tables representing exponential functions (end behavior, increasing/decreasing, domain/range). [14, 15, 16b, 17, 23, 25, 26a, 27, 30, 32c, 33]
- m. I can **graph** exponential functions. [14, 15, 16b, 17, 23, 25, 26a, 27, 30, 33]
- n. I can **recognize** that arithmetic sequences are linear functions and geometric sequences are exponential functions. [24a, 27]
- o. I can **identify and write** equations for arithmetic and geometric sequences. [24a, 27]
- p. I can **describe** transformations on the parent exponential function, $f(x) = a(b)^x$. [25]
- q. I can **solve** exponential equations with like bases and unlike bases. [13, 15, 20a]
- r. I can **solve** exponential equations by graphing. [13,15, 20a]
- s. I can **write** terms of recursively defined sequences. [24a, 27]
- t. I can **write** recursive rules for sequences. [24a, 27]
- u. I can **translate** between recursive rules and explicit rules. [24a, 27]

8. Radical Functions

- a. I can **evaluate and simplify** radical expressions. [2]
- b. I can **approximate** irrational square roots with and without technology.
- c. I can **add and subtract** radical expressions. [2]
- d. I can **multiply** radical expressions with or without variables. [2]
- e. I can **simplify** an algebraic quotient by rationalizing an irrational monomial denominator. [2]
- f. I can **apply** the Pythagorean Theorem to determine the unknown side lengths in right triangles in real-world situations. [48, 49, 50]
- g. I can **apply** the Pythagorean Theorem to find the distance between two points on the coordinate plane. [49]
- h. I can **derive** the Distance Formula from the Pythagorean Formula. **[MT]**

9. Polynomials

- a. I can **interpret** parts of an expression, such as terms, factors, and coefficients. [7]
- b. I can **add and subtract** polynomials. [7]
- c. I can **multiply** polynomials. [7]
- d. I can **multiply** binomials with special products (difference of two squares, perfect square trinomials). [7]
- e. I can **divide** polynomials by monomials. [7]
- f. I can **divide** polynomials by binomials using long division. **[MT]**
- g. I can **factor** polynomials by identifying the greatest common factor (GCF). [4]
- h. I can **factor** polynomials using the grouping method. [5, 6a]
- i. I can **identify and factor** the difference of two squares. [5]
- j. I can **identify and factor** perfect square trinomials. [5]
- k. I can **factor** polynomials in the form x^2+bx+c . [5]
- l. I can **factor** polynomials in the form ax^2+bx+c . [5]
- m. I can **completely factor** a polynomial using one or more methods for factoring. [5, 6a]

- n. I can **solve** "special factoring" problems. [MT]
- o. I can **simplify** algebraic fractions by factoring. [MT]

10. Solving Quadratic Equations

- a. I can **solve** a quadratic function by factoring and applying the Zero Product property to identify the zeros of the function. [11b]
- b. I can **solve** quadratic functions that contain no "bx" term by using the square root method. [11b]
- c. I can **solve** a quadratic function by completing the square. [11b]
- d. I **recognize** that the Quadratic Formula can be derived by solving the standard form $y = ax^2 + bx + c$. [11a]
- e. I can **derive** the Quadratic Formula by using the completing the square method to solve the standard form. [MT]
- f. I can **solve** any quadratic function using the Quadratic Formula. [11b]
- g. I can **choose** the most efficient method to solve any quadratic function. [11b]
- h. I can **solve** quadratic functions that model real-world situations. [33]
- i. I can **compare** linear, exponential, and quadratic functions using graphs, tables, equations, and real-world situations. [23, 28]

11. Writing and Graphing Quadratic Functions

- a. I can **determine** the number of roots using the discriminant. [11b, 13, 15]
- b. I can **graph** quadratic functions by creating a table of input and output values. [14, 16b, 17]
- c. I can **identify** important characteristics of quadratic functions by analyzing their equations (standard and vertex forms). [30]
- d. I can **graph** quadratic functions using important characteristics, including roots, y-intercepts, axis of symmetry, and vertex point (from standard or vertex forms). [30, 32a]
- e. I can **identify** important characteristics of quadratic functions given their graphs. [30, 32a]
- f. I can **transform** the equation of a quadratic function from standard to vertex form by completing the square. [6b, 25]
- g. I can **find** maximum and minimum values of quadratic functions by completing the square. [6b]
- h. I can **solve** a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. [15, 20a, 22]
- i. I can **compare** linear, exponential, and quadratic functions using graphs, tables, equations, and real-world situations. [15, 20a]
- j. I can **describe** transformations on the parent quadratic function, $f(x)=x^2$. [25]
- k. I can **find** arithmetic combinations of two functions. [19a]
- l. I can **state** the domain of an arithmetic combination of two functions. [19a]
- m. I can **evaluate** an arithmetic combination of two functions for a given input. [19a]I can

evaluate a composition of functions. [19b]

a) I can **find** a composition of functions. [19b]

8th Grade Math

1. Probability and Statistics

- a. I can **construct, interpret, and summarize** data in two-way frequency tables in order to **describe** possible associations between the two variables. [37, 40a]
- b. I can use mathematical and statistical reasoning with bivariate categorical data in order to draw conclusions and assess risk. [41]
- c. I can **distinguish** between categorical and quantitative data and between techniques that may be used for **analyzing** each type of data. [38]
- d. I can **represent** the data in two-way frequency tables using segmented bar graphs. [39a]
- e. I can **interpret** relative frequencies in the context of categorical data (including joint, marginal, and conditional relative frequencies). [39b]
- f. I can **identify** possible associations and trends in categorical data. [39c]
- g. I can **describe** events as subsets of a sample space using characteristics of the outcomes, or as unions, intersections, or complements of other events. [43]
- h. I can **explain** whether two events are independent using two-way tables or tree diagrams. [44]
- i. I can **compute** the conditional probability of event A given event B, using two-way tables or tree diagrams. [45]
- j. I can **recognize** and **describe** the concepts of conditional probability and independence in everyday situations and **explain** them using everyday language. [46]
- k. I can **recognize** and **explore** situations where the association between two categorical variables is reversed when a third variable is considered (Simpson's Paradox). [40b]
- l. I can **design** and **carry out** an investigation to determine whether there appears to be an association between two categorical variables, and **write** a persuasive argument based on the results of the investigation. [42]
- m. I can **explain** why the conditional probability of A given B is the fraction of B's outcomes that also belong to A, and **interpret** the answer in context. {That is, $P(A|B) = P(A \text{ and } B)/P(B)$ } [47]

2. Solving Linear Equations [* indicates a local learning target]

- a. I can **simplify** and **evaluate** expressions using the Order of Operations. [*]
- b. I can **simplify** expressions by combining like terms. [*]
- c. I can **simplify** expressions by using the DIstributive Property. [*]
- d. I can **translate** verbal expressions into algebraic expressions. [*]
- e. I can **translate** verbal expressions into equations or inequalities. [13]
- f. I can **solve** one- and two-step equations using inverse operations. [13]
- g. I can **write** one variable equations to model and **solve** real-world situations. [13]
- h. I can **solve** multi-step equations. [13]

- i. I can **write and solve** multi-step equations to model and solve real-world situations. [13]
- j. I can **solve** equations involving one or two absolute values. [10, 13, 15]
- k. I can **identify** special solutions of absolute value equations. [10]

3. Inequalities

- a. I can **graph** linear inequalities in one variable on a number line. [13,15]
- b. I can **solve** one-step linear inequalities in one variable using inverse operations. [13,15]
- c. I can **solve** multi-step linear inequalities in one variable Using inverse operations. [13,15]
- d. I can **write** linear inequalities and use them to solve real-world situations. [13,15]
- e. I can **solve** and **graph** compound inequalities in one variable on a number line. [13,15]
- f. I can **solve** and **graph** absolute value inequalities in one variable. [13,15]

4. Relations and Functions

- a. I can **identify** the domain and range of a relation. [16a]
- b. I can **translate** between the different representations of relations (e.g., graphs, equations, tables, verbal descriptions, and ordered pairs). [18]
- c. I can **identify** discrete and continuous functions using graphs and tables, or verbal descriptions from real-world situations. [14, 16b]
- d. I can **identify** whether a relation is a function from a list of ordered pairs, a table, a mapping, or a graph. [16a-b, 18]
- e. I can **sketch** a graph to represent a verbal description. [30]
- f. I can **identify** dependent and independent variables in real-world situations. [8, 16, 18]
- g. I can **evaluate** functions using function notation. [16a]

5. Linear Functions and Inequalities

- a. I can **interpret** the slope (rate of change) and y-intercept (constant term/starting point) of a linear model in the context of the data. [31]
- b. I can **translate** between different representations of linear relations (e.g., graphs, equations, tables, verbal description. [31]
- c. I can **write** linear equations in slope-intercept form given two points. [14, 26b, 27, 33]
- d. I can **write** the equation of a line in point-slope form. [14, 26b, 27]
- e. I can **translate** an equation written in point-slope form to slope-intercept form and then to standard form. [14, 26b, 27, 33]
- f. I can **graph** the equation of a line from slope-intercept form and point-slope form. [14, 15, 17, 29, 30, 32a, 33]
- g. I can **write** a linear equation given a graph. [14, 26b, 27, 33]
- h. I can **write** the equation of a horizontal and vertical line. [14, 26b, 27, 33]
- i. I can **model** real-world situations by writing a linear equation. [33]
- j. I can **use** the equation of a linear model to solve problems, **interpreting** the slope and intercepts in the context of the data. [29, 33, 36a]
- k. I can **represent** data of two variables on a scatter plot and **describe** how the variables

are related. [34]

- l. I can **construct** and **interpret** scatter plots using the line of best fit to investigate patterns of association between two quantities. [34, 35]
- m. I can **identify** arithmetic sequences. [24, 27]
- n. I can **write** the equation (rule) for the n^{th} term of an arithmetic sequence. [24,27]
- o. I can **graph** absolute value functions and **identify** key features of the graph. [14, 16b, 17, 25, 32b]
- p. I can **recognize, describe, sketch, and perform** basic transformations on the parent function $y = |x|$. [14, 16b, 17, 25, 32b]
- q. I can **evaluate** piecewise functions. [14, 15, 17, 30]
- r. I can **write and graph** piecewise functions. [14, 15, 17, 30, 32b]

6. Systems of Linear Equations/Inequalities

- a. I can **solve** a system of equations by graphing with and without technology. [9a, 9b, 12b, 15, 22]
- b. I can **solve** a system of equations by substitution. [9b, 12a, 12b, 15]
- c. I can **solve** a system of equations by elimination (without multiplication). [9b, 12a, 12b, 15]
- d. I can **solve** a system of equations by elimination (with multiplication). [9b, 12a, 12b, 15]
- e. I can **recognize** a system of linear equations as having no solution, one solution, or infinitely many solutions (both graphically and algebraically). [9b, 12a, 12b, 15]
- f. I can **model and solve** real-world situations using systems of equations. [33]
- g. I can **graph** a linear inequality in two variables from slope-intercept or standard form. [15, 21]
- h. I can **graph** systems of linear inequalities. [15, 21]
- i. I can **model and solve** real-world situations using systems of linear inequalities. [33]

7. Exponential Functions

- a. I can **evaluate** exponential expressions using the Product of Powers Property. [2]
- b. I can **evaluate** exponential expressions using the Power of a Power Property. [2]
- c. I can **evaluate** exponential expressions using the Power of a Product Property. [2]
- d. I can **evaluate** exponential expressions using the Quotient of Powers Property. [2]
- e. I can **evaluate** exponential expressions using the Power of a Quotient Property. [2]
- f. I can **evaluate** expressions with zero and negative exponents. [2]
- g. I can **find** n^{th} roots. [1, 2]
- h. I can **evaluate** expressions with rational exponents. [1, 2]
- i. I can **define** the imaginary number i such that $i^2 = -1$. (Note: Students are only introduced to the idea that there are real and imaginary solutions.) [3]
- j. I can **identify and interpret** parts of an exponential function (starting amount, growth or decay factor). [6c, 14, 15, 16b, 17, 23, 25, 26a, 27, 30, 33]
- k. I can **write and solve** real-world situations using exponential functions. [6c, 26c, 33]
- l. I can **interpret** the key features of graphs and tables representing exponential functions (end behavior, increasing/decreasing, domain/range). [14, 15, 16b, 17, 23, 25, 26a, 27, 30, 32c, 33]

- m. I can **graph** exponential functions. [14, 15, 16b, 17, 23, 25, 26a, 27, 30, 33]
- n. I can **recognize** that arithmetic sequences are linear functions and geometric sequences are exponential functions. [24a, 27]
- o. I can **identify and write** equations for arithmetic and geometric sequences. [24a, 27]
- p. I can **describe** transformations on the parent exponential function, $f(x) = a(b)^x$. [25]
- q. I can **solve** exponential equations with like bases and unlike bases. [13, 15, 20a]
- r. I can **solve** exponential equations by graphing. [13,15, 20a]
- s. I can **write** terms of recursively defined sequences. [24a, 27]
- t. I can **write** recursive rules for sequences. [24a, 27]
- u. I can **translate** between recursive rules and explicit rules. [24a, 27]

8. Radical Functions

- a. I can **evaluate and simplify** radical expressions. [2]
- b. I can **approximate** irrational square roots with and without technology.
- c. I can **add and subtract** radical expressions. [2]
- d. I can **multiply** radical expressions with or without variables. [2]
- e. I can **simplify** an algebraic quotient by rationalizing an irrational monomial denominator. [2]
- f. I can **apply** the Pythagorean Theorem to determine the unknown side lengths in right triangles in real-world situations. [48, 49, 50]
- g. I can **apply** the Pythagorean Theorem to find the distance between two points on the coordinate plane. [49]

9. Polynomials

- a. I can **interpret** parts of an expression, such as terms, factors, and coefficients. [7]
- b. I can **add and subtract** polynomials. [7]
- c. I can **multiply** polynomials. [7]
- d. I can **multiply** binomials with special products (difference of two squares, perfect square trinomials). [7]
- e. I can **divide** polynomials by monomials. [7]
- f. I can **factor** polynomials by identifying the greatest common factor (GCF). [4]
- g. I can **factor** polynomials using the grouping method. [5, 6a]
- h. I can **identify and factor** the difference of two squares. [5]
- i. I can **identify and factor** perfect square trinomials. [5]
- j. I can **factor** polynomials in the form x^2+bx+c . [5]
- k. I can **factor** polynomials in the form ax^2+bx+c . [5]
- l. I can **completely factor** a polynomial using one or more methods for factoring. [5, 6a]

10. Solving Quadratic Equations

- a. I can **solve** a quadratic function by factoring and applying the Zero Product property to identify the zeros of the function. [11b]
- b. I can **solve** quadratic functions that contain no "bx" term by using the square root

method. [11b]

- c. I can **solve** a quadratic function by completing the square. [11b]
- d. I **recognize** that the Quadratic Formula can be derived by solving the standard form $y = ax^2 + bx + c$. [11a]
- e. I can **solve** any quadratic function using the Quadratic Formula. [11b]
- f. I can **choose** the most efficient method to solve any quadratic function. [11b]
- g. I can **solve** quadratic functions that model real-world situations. [33]
- h. I can **compare** linear, exponential, and quadratic functions using graphs, tables, equations, and real-world situations. [23, 28]

11. Writing and Graphing Quadratic Functions

- a. I can **determine** the number of roots using the discriminant. [11b, 13, 15]
- b. I can **graph** quadratic functions by creating a table of input and output values. [14, 16b, 17]
- c. I can **identify** important characteristics of quadratic functions by analyzing their equations (standard and vertex forms). [30]
- d. I can **graph** quadratic functions using important characteristics, including roots, y-intercepts, axis of symmetry, and vertex point (from standard or vertex forms). [30, 32a]
- e. I can **identify** important characteristics of quadratic functions given their graphs. [30, 32a]
- f. I can **transform** the equation of a quadratic function from standard to vertex form by completing the square. [6b, 25]
- g. I can **find** maximum and minimum values of quadratic functions by completing the square. [6b]
- h. I can **solve** a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. [15, 20a, 22]
- i. I can **compare** linear, exponential, and quadratic functions using graphs, tables, equations, and real-world situations. [15, 20a]
- j. I can **describe** transformations on the parent quadratic function, $f(x)=x^2$. [25]
- k. I can **find** arithmetic combinations of two functions. [19a]
- l. I can **state** the domain of an arithmetic combination of two functions. [19a]
- m. I can **evaluate** an arithmetic combination of two functions for a given input. [19a]
- n. I can **evaluate** a composition of functions. [19b]
- o. I can **find** a composition of functions. [19b]

8th Grade Science

Matter and Its Interactions

1. Analyze patterns within the periodic table to construct models that illustrate the structure, composition, and characteristics of atoms, molecules, and ionic compounds.

- a) I can identify the charge, relative mass, and significance of protons, neutrons, and electrons in an atom.
- b) I can analyze the location of an element on the periodic table to determine the number of protons, neutrons, and electrons, and valence electrons in an atom.
- c) I can classify elements as metals, nonmetals, or metalloids.
- d) I can predict which elements on the periodic table will form either ionic or covalent bonds.
- e) I can create a Lewis structure to demonstrate the role of valence electrons in the formation of covalent and ionic bonds.
- f) I can differentiate among atoms, molecules and ionic compounds.
- g) I can evaluate the chemical and physical properties of families of the periodic table.

2. Plan and carry out investigations to generate evidence supporting the claim that one pure substance can be distinguished from another based on characteristic properties.

- a) I can investigate characteristic properties, and use evidence and reasoning to identify a substance.
- b) I can interpret a phase change graph and evaluate the melting point and boiling point of various unknown substances to make predictions about its identity.
- c) I can recognize a pure substance as a substance that cannot be separated physically. d) I can distinguish between an element and a compound.
- e) I can perform an investigation to separate a compound chemically.
- f) I can evaluate characteristic properties of various pure substances, including density, melting point, boiling point, and solubility.
- g) I can construct graphs to illustrate characteristic properties (ex. mass v. volume).
- h) investigate the solubility of various solutes - solubility as a characteristic property that varies with temperature.
- i) I can analyze and interpret data on characteristic properties of substances (e.g., odor, density, solubility, flammability, melting point, boiling point) before and after the substances combine to determine if a chemical reaction has occurred.

3. Construct explanations based on evidence from investigations to differentiate between pure substances and mixtures.

- a) I can classify mixtures as homogeneous or heterogeneous.
- b) I can compare and contrast the three types of mixtures: solutions, colloids and suspensions.
- c) I can identify the parts of a solution: solute and solvent.
- d) I can utilize a variety of physical means to separate a mixture into its component parts
- e) I can investigate various physical properties (such as particle size, texture, distribution) to categorize unknown substances according to mixture type.
- f) I can collect and analyze information to illustrate how synthetic materials (e.g., medicine, food additives, alternative fuels, and plastics) are derived from natural resources and how they impact society.

4. Design and conduct an experiment to determine changes in particle motion, temperature, and state of a pure substance when thermal energy is added to or removed from a system.

- a) I can interpret a phase change graph (temperature v. time) and explain how the transfer of energy to a substance affects its kinetic and potential energy.
- b) I can distinguish between heat and temperature.
- c) I can apply concepts of the transfer of thermal energy that takes place when two substances with different temperatures come in contact with one another.
- d) I can compare the Celsius (SI), Kelvin (SI), and Fahrenheit temperature scales and determine the temperature for melting and boiling points of water, room temperature, body temperature, and absolute zero for each scale.
- e) I can model the three states of matter (particles and their arrangement and motion), compare their densities and amount of energy, and classify their shape and volume.
- f) I can investigate, describe and give examples of boiling, melting, freezing, condensation, evaporation, sublimation and deposition, and classify each as =endothermic or exothermic.

5. Create a model, diagram, or digital simulation to describe conservation of mass in a chemical reaction and explain the resulting differences between products and reactants.

- a) I can distinguish between an atom and a molecule.
- b) I can predict how an atom of that element will interact with an atom of another element (e.g., what types of bond(s) will it form?).
- c) I can construct a model to illustrate how an atom of the element bonds with other atoms of other elements (using Lewis dot structures).
- d) I can determine the number of atoms in a molecule or an ionic compound.
- e) I can determine the number of molecules in a chemical formula.
- f) I can determine and compare the total number of atoms in the reactants of a chemical reaction to the total number of atoms in the products.
- g) I can compare and contrast the properties of the reactants and products.
- h) I can compare what happens to substances (and their atoms) in a chemical reaction to what happens to substances (and their atoms) in a physical change.
- i) I can explain why a chemical equation must be balanced, and why this must be done using coefficients, not subscripts.
- j) I can balance a chemical equation using coefficients.
- k) I can investigate chemical reactions and draw conclusions about the properties of the reactants and the products. (ex: electrolysis of water, ionic vs. covalent bond lab)
- l) I can construct an explanation based on evidence to describe the properties of ionic and covalent compounds.
- m) I can use evidence from the Conservation of Mass lab (Alka-Seltzer) to support the claim that chemical equations must be balanced.
- n) I can design, construct, and test a device that either releases or absorbs thermal energy by chemical reactions .

Motion and Stability: Forces and Interactions

6. Use Newton's first law to demonstrate and explain that an object is either at rest or moves at a constant velocity unless acted upon by a net force (e.g., model car on a table remaining at rest until pushed).

- a) I can design and carry out investigations to determine the effects of various conditions on forces by manipulating one variable at a time. (e.g., weight and friction,

stretching distance and elastic force, mass and weight...)

- b) I can describe harmful and helpful examples of friction.
- c) I can analyze a physical scenario and determine the forces acting upon the object and make predictions about the object's motion.
- d) I can determine the net force acting on an object and evaluate whether they are balanced or unbalanced.
- e) I can define inertia and state Newton's first law.
- f) I can distinguish between the concepts of mass and weight.
- g) I can relate an object's mass to its inertia.
- h) I can explain how an object can be in motion with NO forces acting on it.
- i) I can apply Newton's first law to the importance of wearing a seat belt.

7. Use Newton's second law to demonstrate and explain how changes in an object's motion depend on the sum of the external forces on the object and the mass of the object.

- a) I can distinguish between speed, velocity, and acceleration (including definitions, formulas, and units).
- b) I can solve for speed, velocity, and acceleration when given appropriate information.
- c) I can use dimensional analysis to solve for time or distance in a speed problem.
- d) I can calculate the acceleration of an object.
- e) I can calculate the magnitude of an individual force and resulting net forces.
- f) I can interpret a distance or position v. time graph.
- g) I can create a distance or position v. time graph and use it to analyze the motion of an object.
- h) I can interpret a speed or velocity v. time graph.
- i) I can create a speed or velocity v. time graph and use it to analyze the motion of an object.
- j) I can utilize Newton's second law equation to algebraically solve for an unknown quantity - acceleration, net force, or mass.
- k) I can identify the forces acting upon an object and relate the net force of an object to the acceleration of the object.
- l) I can plan and carry out investigations to evaluate how various factors affect the strength of electric and magnetic forces.
- m) I can construct an argument from evidence explaining that fields exist between objects exerting forces on each other even when the objects are not in contact.
- n) I can draw and interpret a model of the forces acting on an object in various situations (e.g. free fall, terminal velocity...).

8. Use Newton's third law to design a model to demonstrate and explain the resulting motion of two colliding objects.

- a) I can identify action-reaction force pairs for any physical situation.
- b) I can compare the magnitudes of action-reaction force pairs and describe the effect (and the non-effect) of action-reaction force pairs on the two interacting objects.

Energy

9. Use models to construct an explanation of how a system of objects may contain varying types and amounts of potential energy.

- a) I can differentiate types of potential energy such as gravitational and elastic potential energy.
- b) I can determine the relative amounts of potential energy stored in the system based on the arrangement of objects.

10. Apply the law of conservation of energy to develop arguments supporting the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

- a) I can create and analyze graphical displays of data to illustrate the relationships of kinetic energy to the mass and speed of an object.
- b) I can analyze data from investigations to determine factors that affect the amount of kinetic energy.
- c) I can construct and interpret a graph to demonstrate the relationship between kinetic energy and mass.
- d) I can construct and interpret a graph to demonstrate the relationship between kinetic energy and speed.

Waves and Their Applications in Technologies for Information Transfer

11. Create and manipulate a simple model for waves.

- a) I can describe waves both qualitatively and quantitatively.
- b) I can predict and describe how the amplitude, frequency and wavelength of a wave is related to the energy in a wave.
- c) I can analyze and interpret data to illustrate an electromagnetic spectrum.
- d) I can develop and use a model to describe how waves are reflected, absorbed, or transmitted through various materials.
- e) I can integrate qualitative information to explain that common communication devices use electromagnetic waves to encode and transmit information.

8th Grade Social Studies

Evidence and Documentation of History

1. Explain how historians use artifacts and record keeping to show the development of advanced cultures.

- a) I can distinguish differences and similarities between archaeologist, anthropologist, paleontologist, and historians.
- b) I can categorize the characteristics and advancements over time.

Elements of Civilizations

2. Analyze characteristics of early civilizations.

- a) I can analyze technology and inventions.
- b) I can compare division of labor/social classes between ancient river civilizations.
- c) I can distinguish between the ancient river civilizations and the development of government.
- d) I can compare the different language/writing systems of the ancient civilizations.
- e) I can recognize the geographic challenges pertaining to the ancient river civilization.

3. Compare the development of early world religions, and philosophies.

- a) I can identify the key beliefs of Buddhism.
- b) I can identify the key beliefs of Hinduism.
- c) I can compare/contrast similarities and differences between Buddhism and Hinduism.
- d) I can recognize the key beliefs of Judaism.
- e) I can identify the key beliefs of Islam.
- f) I can correlate the beliefs that Judaism, Christianity, and Islam share.
- g) I can connect how the world religions, migration, and trade are interconnected.

4. Compare early civilizations in the Americas.

- a) Compare and contrast the Zapotec, Mesoamericans, and Andean civilizations.
- b) Describe geographical and political challenges of early American civilizations.

Power and Influence of Ancient Civilizations

5. Explain how the four river civilizations gained power and formed empires.

- a) I can trace the unification of upper and lower Egypt.
- b) I can give examples of early governments in Mesopotamia.
- c) I can identify a strong central government in Harappa.
- d) I can demonstrate the Dynastic Cycle in Ancient China and tell how it related to a change in government leadership.

6. Describe the rise and influence of the Byzantine and Asian Empire

- a) I can identify the ruling elite of the Byzantine Empire.
- b) I can describe changes in the Byzantine Empire.
- c) I can connect the Byzantine and early Russian Empires.
- d) I can identify the unification of China.
- e) I can debate the role that Shia Huangdi had on the Chinese people.
- f) I can describe the spread of Chinese culture to neighboring people groups.

7. Analyze the characteristics of Ancient Greece.

- a) I can determine the impact that the physical challenges had on the environment and the people of Ancient Greece.
- b) I can infer the significance of a place in connection with a historical event that occurred there.
- c) I can connect Greek city-states through their shared belief in Mythology.
- d) I can demonstrate how ancient Greek mythology has impacted cultures throughout history in various forms.
- e) I can research the different epics and myths of Greek mythology.
- f) I can identify the two earliest Greek civilizations.
- g) I can explain the importance of the major Greek philosophers and their effects on the Western world: Socrates, Plato, Aristotle, and Hippocrates.
- h) I can describe the role that culture played in Greek society.
- i) I can compare and contrast the daily life of Spartans and Athenians.
- j) I can compare and contrast the characteristics of a monarchy, democracy, aristocracy, and

oligarchy.

- k) I can show how in times of crisis or war Greek city-states combined and connected.
- l) I can identify the spread of Greek culture through the conquest of Alexander the Great.

8. Distinguish the characteristics of the Roman Empire and their impact on the western world.

- a) I can describe the impact that physical challenges had on the environment and the people of the Roman Empire.
- b) I can connect the significance of a place with an event pertaining to the expansion of the Roman Empire.
- c) I can compare and contrast the major religions of the Roman Empire.
- d) I can differentiate between the different aspects of the Roman Republic.
- e) I can identify the major Roman Emperors and government leaders and their contributions to the Empire.
- f) I can state different laws that helped shape the Roman Empire.
- g) I can trace the expansion of the Roman Empire through military conquest.
- h) I can show the role of the Arts in the Roman Empire.
- i) I can describe daily life in the Roman Empire.
- j) I can recognize the importance of philosophy and education in the Roman Empire.
- k) I can explain how Roman contributions in technology helped shape the Western world.

9. List reasons for the downfall of the Roman Empire

- a) I can describe the military conquests that led to the downfall of the Roman Empire.
- b) I can describe the internal conflicts that led to the fall of the Roman Empire.

10. Recognize the changes in the social and political structure in Europe through the Middle Ages.

- a) I can identify the role of the Dark Ages and the loss of knowledge during that time.
- b) I can create a graphic organizer displaying the hierarchy of the Feudalism system in the Middle Ages.
- c) I can examine the role the manor system played in the Middle Ages.
- d) I can identify the unique culture and architecture that developed during the Middle Ages.
- e) I can analyze the role of Christendom and its influence on political and social structures during the Middle Ages.
- f) I can recognize changes and developments in technology and commercial society.
- g) I can break down the impact that the great plague had on people of the Middle Ages.
- h) I can outline the political and religious conquest known as the Crusades.
- i) I can identify major invasions during the Middle Ages and problems that arose from invasions.
- j) I can connect the Great Schism to the cause of the 100 Years War.

11. Examine how events and conditions of the late Middle Ages fostered political and economic changes and led to the origins of the Renaissance.

- a) I can identify the role and changes within the Catholic Church.
- b) I can review the changes in society through the late Middle Ages.

c) I can describe the reasons for a breakdown in the Manor system and the beginning of the European Nations.

12. Implement argument, research and interpretations of content throughout the Social Studies Curriculum.

a) I can interpret primary and secondary documents through multiple print and digital resources.

b) I can assess leadership qualities and their influences on society.

c) I can evaluate sources of information to identify opinion, bias, and prejudice.

d) I can determine arguments based on central questions and evidence.

e) I can defend multiple points of view based on central questions and evidence and draw conclusions through writing.

f) I can compose an informative/explanatory piece of writing that displays my understanding of a historical event.

g) I can identify characteristics of an informed and responsible citizen.

h) I can make connections between the past and modern worlds.

i) I can analyze content through charts, graphs and maps.