THE DECLINE OF EUROPEAN COLONIALISM	Weeks 1-3	Weeks 4-6	Weeks 7-9

HG-1A. Breakup of British Empire
 	
• Creation of British Commonwealth, independence for colonial territories
• Troubled Ireland: Easter Rebellion, Irish Free State
• Indian nationalism and independence
   o Sepoy Rebellion
   o Mahatma Gandhi, Salt March
   o Partition of India into Hindu and Muslim states
• Geography of India and South Asia
   o Overview:
      ▪ Legacy of British colonial rule: English language, rail system
      ▪ Himalayas, Mt. Everest, K-2
      ▪ Very high population densities and growth rates, food shortages
      ▪ Monsoons
      ▪ Rivers: Ganges, Indus, Brahmaputra
      ▪ Arabian Sea, Bay of Bengal
      ▪ Pakistan, Karachi
      ▪ Bangladesh
      ▪ Sri Lanka
   o India
      ▪ Second most populous country after China
      ▪ Subsistence agriculture
      ▪ Caste system, "untouchables"
      ▪ Delhi, Bombay, Calcutta, Madras
      ▪ Longstanding tension between Hindus and Moslems			

HG-1B. People's Republic of China
 	
CREATION OF PEOPLE'S REPUBLIC OF CHINA
   o China under European domination
   • Opium Wars, Boxer Rebellion
   • Sun Yat Sen
   o Communists take power
   • Mao Zedong: The Long March
   • Defeat of nationalists led by Chiang Kai-Shek
   • Soviet-Communist Chinese 30-Year Friendship Treaty
   o Geography of China
   • Overview
      ▪ One-fifth of world population
      ▪ 4,000-year-old culture
      ▪ Third largest national territory, regional climates			

HG-1B. People's Republic of China (continued)	• Physical features:
	  ▪ Huang He (Yellow) River, Chang Jiang (Yangtze) River
	  ▪ Tibetan Plateau, Gobi Desert
	  ▪ Yellow Sea, East China Sea, South China Sea
	  ▪ Great Wall, Grand Canal
	• Social and economic characteristics:
	  ▪ Major cities: Beijing, Shanghai, Guangzhou (formerly Canton), Shenyang
	  ▪ World's largest producer of coal and agriculture products, major mineral producer
	  ▪ Off-shore oil reserves
	  ○ Multi-dialectal, including Mandarin, Contonese
	  ○ Hong Kong, special coastal economic zones
	  ○ Taiwan, Taipei			

	THE COLD WAR	Weeks 1-3	Weeks 4-6	Weeks 7-9

HG-2A. Origins of Cold War	ORIGINS OF THE COLD WAR
	○ Post-WWII devastation in Europe, Marshall Plan, Bretton Woods Conference
	○ Western fear of communist expansion, Soviet fear of capitalist influences
	○ Truman Doctrine, policy of containment of communism
	  • Formation of NATO, Warsaw Pact
	  • The "Iron Curtain" (Churchill)
	  • Berlin Airlift
	  • Eastern European resistance, Hungarian Revolution, Berlin Wall, Prague Spring			

HG-2B. Korean War	THE KOREAN WAR ○ Inchon, Chinese entry, removal of MacArthur ○ Partition of Korea, truce line near the 38th Parallel			

HG-2C. America in Cold War	AMERICA IN THE COLD WAR
	○ McCarthyism, House Unamerican Activities Committee, "witch hunts"
	  • Hollywood Blacklist
	  • Spy cases: Alger Hiss, Julius and Ethel Rosenberg
	○ The Eisenhower Years
	  • Secret operations, CIA, FBI counterespionage, J.Edgar Hoover, U-2 incident
	  • Soviet Sputnik satellite, "Missile Gap", Yuri Gagarin
	  • Eisenhower's farewell speech, the "military-industrial complex"			

8th	Grade 8 HISTORY & GEOGRAPHY: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)		

HG-2C. America in Cold War (continued)	o The Kennedy Years, "Ask not what your country can do for you…"
	   • Attack on organized crime, Robert F. Kennedy
	   • Cuban Missile Crisis, Fidel Castro, Bay of Pigs Invasion
	   • Nuclear deterrence, "mutual assured destruction," Nuclear Test Ban Treaty
	   • Kennedy assassination in 1963, Lee Harvey Oswald, Warren Commission
	o Space exploration, U.S. moon landing, Neil Armstrong
	o American culture in the '50s and '60s
	   • Levittown and the rise of the suburban lifestyle, automobile-centered city planning
	   • Influence of television
	   • Baby Boom generation, rock and roll, Woodstock festival, 26th Amendment			

	THE CIVIL RIGHTS MOVEMENT	Weeks 1-3	Weeks 4-6	Weeks 7-9

HG-3. Civil Rights	• Segregation
	   o *Plessy v. Ferguson*, doctrine of "separate but equal"
	   o "Jim Crow" laws
	• Post-war steps toward desegregation
	   o Jackie Robinson breaks color barrier in baseball
	   o Truman desegregates Armed Forces
	   o Adam Clayton Powell, Harlem Congressman
	   o Integration of public schools: Brown v. Board of Education (1954), Thurgood Marshall
	• Montgomery Bus Boycott, Rosa Parks
	• Southern "massive resistance"
	   o Federal troops open schools in Little Rock, Arkansas
	   o Murder of Medgar Evers
	   o Alabama Governor George Wallace "stands in schoolhouse door"
	• Nonviolent challenges to segregation: "We shall overcome"
	   o Woolworth lunch counter sit-ins
	   o Freedom riders, CORE
	   o Black voter registration drives
	   o Martin Luther King, Jr.
	   o Southern Christian Leadership Conference
	   o March on Washington, "I have a dream" speech
	   o "Letter from Birmingham Jail"
	   o Selma to Montgomery March
	• President Johnson and the civil rights movement
	   o The Great Society, War on Poverty, Medicare
	   o Civil Rights Act of 1964, Voting Rights Act of 1965, affirmative action
	• African American militance
	   o Malcolm X
	   o Black Power, Black Panthers
	   o Watts and Newark riots
	• Assassinations of Martin Luther King, Jr., and Robert F. Kennedy			

8th	Grade 8 HISTORY & GEOGRAPHY: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)		

	THE VIETNAM WAR & THE RISE OF SOCIAL ACTIVISM	Weeks 1-3	Weeks 4-6	Weeks 7-9
HG-4A. Vietnam War	THE VIETNAM WAR o French Indochina War: Dien Bien Phu, Ho Chi Minh, Viet Cong o Domino Theory o U.S. takes charge of the war, Special Forces, Tonkin Gulf Resolution o Tet Offensive, My Lai Massacre o Antiwar protests, Kent State, The Pentagon Papers, "hawks" and "doves" o American disengagement, Nixon's "Vietnamization" policy, Kissinger, War Powers Act o Watergate scandal, resignation of Nixon o Vietnam, Hanoi, Ho Chi Minh City (formerly Saigon)			

HG-4B. Activism	SOCIAL AND ENVIRONMENTAL ACTIVISM
	o Feminist movement, "women's liberation"
	  • Betty Friedan, National Organization for Women
	  • *Roe v. Wade*
	  • Failure of the Equal Rights Amendment
	o Cesar Chavez, United Farm Workers
	o American Indian Movement
	  • Second Wounded Knee
	  • Federal recognition of Indian right to self-determination
	o Emergence of environmentalism
	  • Rachel Carson, *Silent Spring*
	  • Environmental Protection Agency, Endangered Species Act, Clean Air and Water Acts
	  • Disasters such as Love Canal, Three Mile Island, Chernobyl, Exxon Valdez			

	THE MIDDLE EAST & OIL POLITICS	Weeks 1-3	Weeks 4-6	Weeks 7-9
HG-5A. History	HISTORY o League of Nations' territorial mandates in Middle East o Creation of Israel in 1948, David Ben-Gurion o Suez Crisis, Gamal Abal Nasser o Palestine Liberation Organization, Yasser Arafat o Arab-Israeli Wars • Six-Day War, Israel occupies West Bank, Gaza Strip, Golan Heights, Yom Kippur War, OPEC oil embargo o Camp David Peace Treaty o Islamic fundamentalism, Iranian hostage crisis, Iran-Iraq War o Persian Gulf War			

HG-5B. Geography	GEOGRAPHY OF THE MIDDLE EAST			
	o Overview			

GEOGRAPHY OF THE MIDDLE EAST
- o Overview
  - Heartland of great early civilizations, Nile River, Mesopotamia, "Fertile Crescent"
  - Generally hot, arid conditions with thin, poor soils
  - Generally speak Arabic, except in Turkey (Turkish), Israel (Hebrew), Iran (Persian)
  - Predominant religion is Islam
  - Sunni and Shiite sects
  - Principle holy places: Makkah (also spelled Mecca) and Medina in Saudi Arabia
- o Oil: world's most valuable commodity
  - Greatest known oil reserves concentrated around the Persian Gulf
  - Strait of Hormuz, shipping routes and national imports
  - Extraction of Arab oil required Western technology, which introduced competing cultural influences to Islam
- o Egypt
  - Most populous Arab country
  - Nile River and delta, surrounded by inhospitable deserts
  - Aswan Dam, lake Nasser
  - Cairo (largest city in Africa), Alexandria
  - Suez Canal, Sinai peninsula, Red Sea
- o Israel
  - Formed by the United Nations in 1948 as homeland for Jewish people
  - Jerusalem: Holy city for Judaism (Wailing Wall, Temple Mount), Christianity (Church of the Holy
  - Sepulcher), and Islam (Dome of the Rock)
  - Tel Aviv, West Bank, Gaza Strip, Golan heights
  - Jordan River, Sea of Galilee, Dead Sea (lowest point on earth), Gulf of Aqaba
- o Middle East states and cities
  - Lebanon: Beirut
  - Jordan: Amman
  - Syria: Damascus
  - Iraq: Baghdad
    - Kurdish minority population (also in Turkey and Iran)
  - Iran: Tehran
  - Kuwait
  - Saudi Arabia: Riyadh, Makkah
- o Turkey
  - Istanbul (formerly Constantinople)
  - Bosporus, Dardanelles
  - Ataturk Dam controls upper Euphrates River

8th	Grade 8 HISTORY & GEOGRAPHY: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)		

	THE END OF THE COLD WAR: THE EXPANSION OF DEMOCRACY AND CONTINUING CHALLENGES	Weeks 1-3	Weeks 4-6	Weeks 7-9

HG-6A. Policy of Detente	THE AMERICAN POLICTY OF DETENTE
	  o Diplomatic opening to China
	  o Strategic Arms Limitations Talks
	  o Jimmy Carter's human rights basis for diplomacy			

HG-6B. Breakup of USSR	BREAKUP OF THE USSR
	  o History
	     • Arms race exhausts USSR economy, Afghanistan War
	     • Helsinki Accord on human rights, Andrei Sakharov
	     • Mikhail Gorbachev
	     • Solidarity labor movement, Lech Walesa
	     • Reunification of Germany, demolition of the Berlin Wall
	  o Geography
	     • Consequences of the breakup of the Soviet Union
	     • New European states from former Soviet Union: Belarus, Latvia, Lithuania, Moldova, Ukraine
	     • Newly independent Muslim states in Asia (with ethnic Russian minorities): Kazakstan, Kyrgyzstan, Turkmenistan, Uzbekistan
	     • Caucasus, mountainous region where Western and Islamic cultures meet: Armenia, Azerbaijan, Georgia
	  o Legacies of Soviet policies
	     • Numerous internal republics, many language distinctions
	     • Forced relocation of large numbers of ethnic minorities
	     • Environmental poisoning from industrial and farm practices			

HG-6C. Communist China	CHINA UNDER COMMUNISM
	  o The Cultural Revolution
	  o Tiananmen Square			

HG-6D. Modern Europe	CONTEMPORARY EUROPE
	  o Toward European unity
	     • European Economic Community, "Common Market"
	     • European Parliament, Brussels, Maastricht Treaty on European Union
	     • France linked to Britain by the Channel Tunnel ("Chunnel")
	  o Conflict and change in Central Europe
	     • Geography of the Balkan region
	        ▪ Ethnically fragmented, mixture of languages and religions
	        ▪ Mountainous region, Danube River
	        ▪ Seas: Adriatic, Ionian, Black, Aegean, Mediterranean			

HG-6D. Modern Europe (continued)	o Romania, Bulgaria, Greece, Albania o Countries that emerged from the breakup of Yugoslavia: Slovenia, Croatia, Bosnia and Herzegovina, Macedonia o "Balkanization"			
HG-6E. End of Apartheid	THE END OF APARTHEID IN SOUTH AFRICA o Background • British and Dutch colonialism in South Africa, Cecil Rhodes, Afrikaners • African resistance, Zulu wars, Shaka • Boer Wars • Union of South Africa, majority nonwhite population but white minority rule • Apartheid laws o African National Congress • Nelson Mandela o Internal unrest and external pressures (such as economic sanctions) force South Africa to end apartheid, Mandela released			
	CIVICS: THE CONSTITUTION — PRINCIPLES AND STRUCTURE OF AMERICAN DEMOCRACY	Weeks 1-3	Weeks 4-6	Weeks 7-9
HG-7. Civics	• Overview of the U.S. Constitution o James Madison o Founders' view of human nature o Concept of popular sovereignty, the Preamble o Rule of law o Separation of powers o Checks and balances o Enumeration of powers o Separation of church and state o Civilian control of the military • Bill of Rights o Amendments protecting individual rights form infringement (1-3) o Amendments protecting those accused of crimes (5-8), Miranda ruling o Amendments reserving powers to the people and states (9-10) o Amendment process o Amendments 13 and 19 • Legislative branch: role and powers of Congress o Legislative and representative duties o Structure of the Congress, committee system, how a bill is passed o Budget authority, "power of the purse" o Power to impeach the president of federal judge			

HG-7. Civics (continued)	• Executive branch: role and powers of the presidency
	  o Chief executive, cabinet departments, executive orders
	  o Chief diplomat, commander-in- chief of the armed forces
	  o Chief legislator, sign laws into effect, recommend laws, veto power
	  o Appointment power, cabinet officers, federal judges
	• Judiciary: Supreme Court as Constitutional interpreter
	  o Loose construction (interpretation) vs. strict construction of U.S.
	  o Constitution
	  o Concepts of due process of law, equal protection
	  o Manbury v. Madison, principle of judicial review of federal law, Chief Justice John Marshall			

	GEOGRAPHY OF CANADA & MEXICO	Weeks 1-3	Weeks 4-6	Weeks 7-9

HG-8. Geography	• **Canada**
	  o The ten provinces and two territories, Nunavut (self-governing American Indian homeland), Ottawa
	  o St. Lawrence River, Gulf of St. Lawrence, Grand Banks, Hudson Bay, McKenzie River, Mt. Logan
	  o Two official languages: English and French, separatist movement in Quebec
	  o Montreal, Toronto, Vancouver, most Canadians live within 100 miles of U.S.
	  o Rich mineral deposits in Canadian Shield, grain exporter
	  o U.S. and Canada share longest open international boundary, affinities between neighboring U.S. and Canadian regions
	  o North American Free Trade Agreement (NAFTA)
	• **Mexico**
	  o Mexico City: home of nearly one-quarter of population, vulnerable to earthquakes
	  o Guadalajara, Monterrey
	  o Sierra Madre mountains, Gulf of California, Yucatan Peninsula
	  o Oil and gas fields
	  o Rapid population growth rate
	  o North American Free Trade Agreement (NAFTA), Maquiladoras			

CONVENTIONS OF STANDARD ENGLISH	Weeks 1-3	Weeks 4-6	Weeks 7-9

Language Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  b. Form and use verbs in the active and passive voice.
  c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  d. Recognize and correct inappropriate shifts in verb voice and mood.*			

Language Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  b. Use an ellipsis to indicate an omission.
  c. Spell correctly.			

KNOWLEDGE OF LANGUAGE	Weeks 1-3	Weeks 4-6	Weeks 7-9
Language Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			

VOCABULARY ACQUISITION AND USE		Weeks 1-3	Weeks 4-6	Weeks 7-9
Language Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary.).			
Language Standard 5: Demonstrate understanding of word relationships and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute).*			
Language Standard 6: Acquire & use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, & listening at the college /career readiness level; demonstrate independence in gathering vocab knowledge when encountering an unknown term important to comprehension or expression.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

Math Cluster	Grade 8 MATH: Content Map Quarter 1 2 3 4 Teacher:_____		Content (*Specific* text, chapter, lesson, activity, etc.)		

THE NUMBER SYSTEM (8.NS)			Weeks 1-3	Weeks 4-6	Weeks 7-9
Know there are numbers that are not rational, & approximate them by rational number.	**1.**	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.			
	2.	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*			

EXPRESSIONS & EQUATIONS (8.EE)			Weeks 1-3	Weeks 4-6	Weeks 7-9
Work with radicals and integer exponents.	**1.**	Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.*			
	2.	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.			
	3.	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.*			
	4.	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.			
Understand the connection between proportional relationships, lines, and linear equations.	**5.**	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects had greater speed.*			
	6.	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.			

Math Cluster			Grade 8 MATH: Content Map Quarter 1 2 3 4 Teacher:_____		Content (*Specific* text, chapter, lesson, activity, etc.)		
Analyze and solve linear equations and pairs of simultaneous linear equations.	7.		Solve linear equations in one variable.				
	7a.		Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler form, until an equivalent equation of the form $x = a$, $a= a$, or $a = b$ results (where a and b are different numbers).				
	7b.		Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.				
	8.		Analyze and solve pairs of simultaneous linear equations.				
	8a.		Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.				
	8b.		Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.*				
	8c.		Solve real-world and mathematical problems leading to two linear equations in two variables. *Example: given coordinates for two pairs of points, determine whether line through the first pair of points intersects line through second pair.*				
			FUNCTIONS (8.F)	**Weeks 1-3**	**Weeks 4-6**	**Weeks 7-9**	
Define, evaluate, and compare functions.	1.		Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.				
	2.		Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or verbal descriptions). *Example: given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has greater rate of change.*				
	3.		Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *Example: the function A = s² giving the of a square as a function of its side length is not linear because its graph contains the pints (1,1), (2,4) and (3,9), which are not on a straight line.*				

Math Cluster		Grade 8 MATH: Content Map Quarter 1 2 3 4 Teacher:_____		Content (*Specific* text, chapter, lesson, activity, etc.)		

Math Cluster			Content (*Specific* text, chapter, lesson, activity, etc.)		
Use functions to model relationships between quantities.	4.	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (*x,y*) values, including reading these from a table or form a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.			
	5.	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.			
GEOMETRY (8.G)			Weeks 1-3	Weeks 4-6	Weeks 7-9
Understand congruence and similarity using physical models, transparencies, or geometry software.	1.	Verify experimentally the properties of rotations, reflections, and translations:			
	1a.	Lines are taken to lines, and line segments to line segments of the same length.			
	1b.	Angles are taken to angles of the same measure.			
	1c.	Parallel lines are taken to parallel lines.			
	2.	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibit the congruence between them.			
	3.	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.			
	4.	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.			
	5.	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*			

Math Cluster		#		Content		
Understand and apply the Pythagorean Theorem.		6.	Explain a proof of the Pythagorean Theorem and its converse.			
		7.	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.			
		8.	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.			
Volume of cylinders, cones, & spheres.		9.	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.			

STATISTICS & PROBABILITY (8.SP)				Weeks 1-3	Weeks 4-6	Weeks 7-9
Investigate patterns of association in bivariate data.		1.	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.			
		2.	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.			
		3.	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*			
		4.	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*			

NOTES related to strategies/activities to support mathematical practices:

Mathematical Practices *Applicable to Math K-12*					
	1.	Make sense of problems and persevere in solving them.			
	2.	Reason abstractly and quantitatively.			
	3.	Construct viable arguments and critique the reasoning of others.			
	4.	Model with mathematics.			
	5.	Use appropriate tools strategically.			
	6.	Attend to precision.			
	7.	Look for and make use of structure.			
	8.	Look for and express regularity in repeated reasoning.			

College & Career Ready Standards	GRADE 8 READING: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)

KEY IDEAS & DETAILS		Weeks 1-3	Weeks 4-6	Weeks 7-9
Reading Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Literature Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
	Informational Text Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
Reading Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Literature Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.			
	Informational Text Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.			

Reading Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Literature	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.			
	Informational Text	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).			
CRAFT & STRUCTURE			Weeks 1-3	Weeks 4-6	Weeks 7-9
Reading Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Literature	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			
	Informational Text	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			

Reading Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.	Literature	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.			
	Informational	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.			
Reading Standard 6: Assess how point of view or purpose shapes the content and style of a text.	Literature	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.			
	Informational	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.			
Integration of Knowledge and Ideas			Weeks 1-3	Weeks 4-6	Weeks 7-9
Reading Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	Literature	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.			
	Informational Text	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.			

Reading Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Lit	(Not applicable to literature)			
	Informational Text	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence in introduced.			
Reading Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Literature	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.			
	Informational Text	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.			
Range of Reading and Level of Text Complexity			Weeks 1-3	Weeks 4-6	Weeks 7-9
Reading Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.	Literature	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.			
	Informational Text	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.			

PHYSICS	Weeks 1-3	Weeks 4-6	Weeks 7-9
1A. Motion Velocity and speed o The velocity of an object is the rate of change of its position in a particular direction. Speed is the magnitude of velocity expressed in distance covered per unit of time. o Changes in velocity can involve changes in speed or direction or both. Average speed = total distance traveled divided by the total time elapsed o Formula: Speed = Distance/Time (S = D/T) o Familiar units for measuring speed: miles or kilometers per hour			
1B. Forces The concept of force: force as a push or pull that produces a change in the state of motion of an object o Examples of familiar forces (such as gravity, magnetic force) o A force has both direction and magnitude. o Measuring force: expressed in units of mass, pounds in English system, newtons in metric system Unbalanced forces cause changes in velocity. o If an object is subject to two or more forces at once, the effect is the net effect of all forces. o The motion of an object does not change if all the forces on it are in balance, having net effect zero. o The motion of an object changes in speed or direction if the forces on it are unbalanced, having net effect other than zero. To achieve a given change in the motion of an object, the greater the mass of the object, the greater the force required.			
1C. Density & Buoyancy When immersed in a fluid (i.e. liquid or gas), all objects experience a buoyant force. o The buoyant force on an object is an upward (counter-gravity) force equal to the weight of the fluid displaced by the object. o Density = mass per unit volume o Relation between mass and weight (equal masses at same location have equal weights) How to calculate density of regular and irregular solids from measurements of mass and volume o The experiment of Archimedes How to predict whether an object will float or sink			
1D. Work In Physics, work is a relation between force and distance: work is done when force is exerted over a distance. o Equation: Work equals Force × Distance (W = F × D) o Common units for measuring work: foot-pounds (in English system), joules (in metric system; 1 joule = 1 newton of force × 1 meter of distance)			

1E. Energy	In physics, energy is defined as the ability to do work.			

	Energy as distinguished from work
	  ○ To have energy, a thing does not have to move.
	  ○ Work is the transfer of energy.			

	Two main types of energy: kinetic and potential
	  ○ Some types of potential energy: gravitational, chemical, elastic, electromagnetic
	  ○ Some types of kinetic energy: moving objects, heat, sound and other waves			

	Energy is conserved in a system			

1F. Power	In physics, power is a relation between work and time: a measure of work done (or energy expended) and the time it takes to do it.
	  ○ Equation: Power equals Work divided by Time (P = W/T), or Power = Energy/Time
	  ○ Common units of measuring power: foot-pounds per second, horsepower (in English system); watts, kilowatts (in metric system)			

ELECTRICITY & MAGNETISM	Weeks 1-3	Weeks 4-6	Weeks 7-9

2A. Electricity	Basic terms and concepts (review from grade 4):
	  ○ Electricity is the flow of electrons in a conductor.
	  ○ Opposite charges attract, like charges repel.
	  ○ Conductors and insulators
	  ○ Open and closed circuits
	  ○ Short circuit: sudden surge of amperage due to the reduction of resistance in a circuit; protection from short circuits is achieved by fuses and circuit breakers
	  ○ Electrical safety			

	Electricity as the flow of electrons
	  ○ Electrons carry negative charge; protons carry positive charge
	  ○ Conductors: materials like metals that easily give up electrons
	  ○ Insulators: materials like glass that do not easily give up electrons			

	Static electricity
	  ○ A static charge (excess or deficiency) creates an electric field.
	  ○ Electric energy can be stored in capacitors (typically two metal plates, one charged positive and one charged negative, separated by an insulating barrier). Capacitor discharges can release fatal levels of energy.
	  ○ Grounding drains an excess or makes up a deficiency of electron, because the earth is a huge reservoir of electrons. Your body is a ground when you get a shock of static electricity
	  ○ Lightning is a grounding of static electricity from clouds			

	Flowing electricity
	  ○ Electric potential is measured in volts
	  ○ Electric flow or current is measured in amperes: 1 ampere = flow of 1 coulomb of charge per second (1 coulomb = the charge of 6.25 billion electrons).
	  ○ The total power of an electric flow over time is measured in watts.
	  ○ The unit of electrical resistance is the ohm. Ohm's Law: watts = amps × volts. And the corollaries: amps = watts/volts; volts = watts/amps.			

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2B. Magnetism & Electricity

Earth's magnetism
- o Earth's magnetism is believed to be caused by movements of charged atoms in the molten interior of the planet.
- o Navigation by magnetic compass is made possible because the earth is a magnet with north and south magnetic poles.

Connection between electricity and magnetism
- o Example: move a magnet back and forth in front of wire connected to a meter, and electricity flows in the wire. The reverse: electric current flowing through a wire exerts magnetic attraction.
- o Spinning electrons in an atom create a magnetic field around the atom.
- o Unlike magnetic poles attract, like magnetic poles repel.
- o Practical applications of the connection between electricity and magnetism, for example:
  - An electric generator creates alternating current by turning a magnet and a coil of wire in relation to each other; an electric motor works on the reverse principle.
  - A step-up transformer sends alternating current through a smaller coil of wire with just a few turns next to a larger coil with many turns. This induces a higher voltage in the larger coil. A step-down transformer does the reverse, sending current through the larger coil and creating a lower voltage in the smaller one.

ELECTROMAGNETIC RADIATION & LIGHT	Weeks 1-3	Weeks 4-6	Weeks 7-9

3. Electromagnetic Radiation & Light

Waves and electromagnetic radiation
- o Most waves, such as sound and water waves, transfer energy through empty space.

The electromagnetic spectrum
- o From long waves, to radio waves, to light waves, to x-rays, to gamma rays
- o Called "electromagnetic" because the radiation is created by an oscillating electric field which creates an oscillating magnetic field at right angles to it, which in turn creates an oscillating electric field at right angles, and so on, with both fields perpendicular to each other and the direction the wave is moving.
- o The light spectrum: from infrared (longest) to red, orange, yellow, green, blue, violet (shortest)
- o Speed in a vacuum of all electromagnetic waves including light: 300,00 km per second, or 186,000 miles per second; a universal constant, called *c*

Refraction and reflection
- o Refraction: the slowing down of light in glass causes it to bend, which enables lenses to work for television, photography, and astronomy
- o How Isaac Newton used the refraction of a prism to discover that white light was made up of rays of different energies (or colors)
- o Reflection: concave and convex reflectors; focal point

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SOUND WAVES	Weeks 1-3	Weeks 4-6	Weeks 7-9

	4. Sound Waves	General properties of waves
		  o Waves transfer energy by oscillation without transferring matter; matter disturbed by a wave returns to its original place.
		  o Wave properties: wavelength, frequency, speed, crest, trough, amplitude
		  o Two kinds of waves: transverse (for example, light) and longitudinal (for example, sound)
		  o Common features of both kinds of waves:
		  o Speed and frequency of wave determine wavelength.
		  o Wave interference occurs in both light and sound.
		  o Doppler effect occurs in both light and sound.			

Sound waves: longitudinal, compression waves, made by vibrating matter (e.g., strings, wood, air)
  o While light and radio waves can travel through a vacuum, wound waves cannot. Sound waves need a medium through which to travel.
  o Speed
    • Sound goes faster through denser mediums, that is, faster through solids and liquids than through air (gases).
    • At room temperature, sound travels through air at about 340 meters per second (1,130 feet per second).
    • Speed of sound = March number
    • Supersonic booms; breaking the sound barrier
  o Frequency
    • Frequency of sound waves measured in "cycles per second" or Hertz (Hz)
    • Audible frequencies roughly between 20 and 20,000 Hz
    • The higher the frequency, the higher the subjective "pitch"
  o Amplitude
    • Amplitude or loudness is measured in decibels (dB).
    • Very loud sounds can impair hearing or cause deafness.
    • Resonance, for example, the sound board of a piano, or plates of a violin

CHEMISTRY OF FOOD & RESPIRATION	Weeks 1-3	Weeks 4-6	Weeks 7-9

5. Food & Respiration

Energy for most life on earth comes from the sun, typically from the sun, to plants, to animals, back to plants.

Living cells get most of their energy through chemical reactions.
  o All living cells make and use carbohydrates (carbon and water), the simplest of these being sugars.
  o All living cells make and use proteins, often very complex compounds containing carbon, hydrogen, oxygen, and many other elements.
  o Making these compounds involves chemical reactions which need water, and take place in and between cells, across cell walls. The reactions also need catalysts called "enzymes".
  o Many cells also make fats, which store energy and food.

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Content
(*Specific* text, chapter, lesson, etc.)

5. Food & Respiration (continued)

Energy in plants: photosynthesis
- o   Plants do not need to eat other living things for energy.
- o   Main nutrients of plants; the chemical elements nitrogen, phosphorus, potassium, calcium, carbon, oxygen, hydrogen (some from soil or the sea, others from the air)
- o   Photosynthesis, using chlorophyll, converts these elements into more plant cells and stored food using energy for sunlight.
- o   Leafy plants mainly get their oxygen dissolved in water from their roots, and their carbon mainly from the gas CO_2.
- o   Plant photosynthesis uses up CO_2 and releases oxygen.

Energy in animals: respiration
- o   Animal chemical reactions do the opposite of plants—they use up oxygen and release CO_2.
- o   In animals the chief process is not photosynthesis but respiration, that is, the creation of new compounds through oxidation.
- o   Animals cannot make carbohydrates, proteins, and fats from elements. They must eat these organic compounds from plants or other animals, and create them through respiration.
- o   Respiration uses oxygen and releases CO_2, creating an interdependence and balance between plant and animal life.

Human nutrition and respiration
- o   Humans are omnivores and can eat both plant and animal food.
- o   Human respiration, through breathing, gets oxygen to the cells through the lungs and the blood.
- o   The importance of hemoglobin in the blood.

Human health
- o   While many other animals can make their own vitamins, humans must get them from outside.
- o   A balanced diet: the food pyramid for humans (review); identification of the food groups in terms of fats, carbohydrates, proteins, vitamins, and trace elements.

SCIENCE BIOGRAPHIES	Weeks 1-3	Weeks 4-6	Weeks 7-9

6. Biographies

- o   Albert Einstein
- o   Dorothy Hodgkin
- o   James Maxwell
- o   Charles Steinmetz

College & Career Ready Standards	Grade 8 SPEAKING & LISTENING: Content Map Quarter 1 2 3 4 Teacher:_____	Content (*Specific* text, chapter, lesson, etc.)		

COMPREHENSION AND COLLABORATION		Weeks 1-3	Weeks 4-6	Weeks 7-9
Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts,* and *issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, and decision-making track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.			
Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.			
Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.			
PRESENTATION OF KNOWLEDGE AND IDEAS		Weeks 1-3	Weeks 4-6	Weeks 7-9
Standard 4: Present information, findings, and supporting evidence so listeners can follow the line of reasoning and organization, development, & style are appropriate to task, purpose, & audience.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence sound valid reasoning, and well-chosen detail; use appropriate eye contact, adequate volume and clear pronunciation.			
Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.			
Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)			

TEXT TYPES AND PURPOSES		Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write **arguments** to support claims with clear reasons and relevant evidence.			
	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.			
	Support claims(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			
	Use words, phrase and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.			
	Establish and maintain a formal style.			
	Provide a concluding statement or section that follows from and supports the argument presented.			
Writing Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Write **informative/explanatory texts** to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
	Develop the topic with relevant facts, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			
	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.			
	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
	Establish and maintain a formal style.			
	Provide a concluding statement or section that follows from and supports the information or explanation presented.			

College & Career Ready Standards	GRADE 8 WRITING: Content Map Quarter 1 2 3 4 Teacher:_____		Content (*Specific* text, chapter, lesson, etc.)	
Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write **narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.			
	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			
	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.			
	Use precise words and phrase, relevant descriptive details, and sensory language to capture the action and convey experiences and events.			
	Provide a conclusion that follows from the narrated experiences or events.			
PRODUCTION AND DISTRIBUTION OF WRITING		Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 4: Produce clear & coherent writing in which development, organization, & style are appropriate to task, purpose, audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *(Grade-specific expectations for writing types are defined in standards 1-3 above).*			
Writing Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. *(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)*			
Writing Standard 6: Use technology, including Internet, to produce and publish writing & to interact and collaborate with others.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.			

College & Career Ready Standards	GRADE 8 WRITING: Content Map Quarter 1 2 3 4 Teacher:_____		Content (*Specific* text, chapter, lesson, etc.)	

	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.			
Writing Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and following a standard format for citation.			
Writing Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.			
	Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").			
	Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text , assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced ").			
	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	Weeks 1-3	Weeks 4-6	Weeks 7-9
Writing Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			