

## 8th Grade Math Benchmarks

M.8.A.1	<u>Use reasoning abilities to evaluate information and strategies, justify statements and test results.</u> (Make a triangle, cut off the three angles, align the angles so the vertices meet at a point. Draw a conclusion. How does it compare with the results of other students?) [A.8.1]
M.8.A.2	Give logical arguments to show why a result makes sense. (Explain why a triangle cannot have two right angles.) [A.8.2]
M.8.A.3	<u>Analyze non-routine problems by modeling, illustrating, guessing, simplifying, etc..</u> (A size change of magnitude .5 was applied to a pentagon. Suppose the pre-image and image were switched, a size changed of what magnitude would now be pictured? Generalize the idea of this question.) [A.8.3]
M.8.A.4	<u>Plan and make a written or oral math presentation.</u> (From a newspaper or magazine, cut out a number of math-related ads, organize them and discuss the purpose of each.) [A.8.4]
M.8.A.5	<u>Explain mathematical concepts, procedures and ideas to others.</u> (With several other students gather several circular objects and calculate the ratio of circumference to diameter. Compare the results and explain to the group.) [A.8.5]
M.8.A.6	<u>Explain mathematical terms</u> and other instructional materials. (After obtaining information on rational and irrational numbers, identify numbers as either rational or irrational.) [A.8.6]
M.8.B.1	<u>Perform operations on rational numbers.</u> ( $6.1 - (-8.2)$ ; $-5/6/2$ ). [B.8.2]
M.8.B.2	<u>Convert fractions, decimals, and percents.</u> ( $5/10 = .5 = 50%$ ) [B.8.3]
M.8.B.3	<u>Compare rational numbers using appropriate symbols.</u> ( $<$ , $>$ , $=$ ). [B.8.4]
M.8.B.4	<u>Apply proportional thinking to solve problems involving ratios and proportions.</u> ( If you can stuff 100 envelopes in eight minutes, how many envelopes can you stuff in thirty minutes at the same rate?) [B.8.5]
M.8.B.5	<u>Determine when it is appropriate to use a calculator to problem solve.</u> (which is larger, square root of 2 or $239/169$ ?) [B.8.7]
M.8.C.1	<u>Name, classify, and identify properties of 2- and 3-dimensional figures.</u> (classify by side lengths, how many diagonals in an octagon, etc.) [C.8.1]
M.8.C.2	<u>Draw 2-dimensional models</u> and explain how figures are related to objects in the environment. ( Draw a triangle and use it to tessellate a plane. Where are tessellate examples found in the environment?) [C.8.1]
M.8.C.3	<u>Identify relationships among the component parts of 2-dimensional figures.</u> (In a parallelogram, identify two angles that have the same measure and two sides that are the same length.) [C.8.2]
M.8.C.4	<u>Identify and draw 2 and 3-dimensional figures.</u> ( Draw a rectangular solid, label the vertices, then name the edges and faces.) [C.8.3]
M.8.C.5	<u>Perform transformations on 2-dimensional figures</u> and describe the effects on the figures. (Graph the triangle with vertices (0, 10), (-7, -8), (2, -4) and its image under a size change of magnitude $-1/2$ .) [C.8.4]
M.8.C.6	<u>Locate objects using the rectangular coordinate system.</u> ( Given "A" at (0,0) and "B" on the y-axis, give the coordinates of two points randomly identified.) [C.8.5]

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M.8.D.1	Identify or describe situations where attributes are not easily or directly measurable. (Draw a lake that has a large perimeter but a small area.) [D.8.1]
M.8.D.2	<u>Determine angle measurement to the nearest degree</u> . (Draw a quadrilateral. Find the measurement of each angle to the nearest degree.) [D.8.3].
M.8.D.3	<u>Determine measurements indirectly using ratio and proportion</u> . (Given a right triangle with the length of each side identified and, given a second right triangle where the shortest side is 9, find the length of the other two sides of the similar triangle.) [D.8.4]
M.8.D.4	<u>Determine measurements indirectly using geometric formulas</u> . (What is the circumference of a circle with a radius of 10 cm.) [D.8.4]
M.8.D.5	<u>Determine measurement indirectly using the Pythagorean relationship</u> . (The bottom of a 12 ft. ladder is 3 ft. from a wall. How high up does the top of the ladder touch the wall?) [D.8.4]
M.8.D.6	Determine measurements indirectly using properties for angle size. ( If m of angle 3 = 84 degrees, give the measures of all other angles.) [D.8.4]
M.8.E.1	<u>Generate data in the context of real-world situations</u> . (Spin the spinner 50 times and calculate the relative frequency for each sector if sector A = 25% of the area of the spinner; sector B = 25% of the area of the spinner, and sector C = 50% of the spinner area.) [E.8.1]
M.8.E.2	<u>Organize and display data from statistical investigations</u> . (Put the ages of the first twenty Presidents at the time of inauguration into a stem and leaf plot. Or, given a table of data, make a bar graph to represent the data.) [E.8.2]
M.8.E.3	<u>Interpret information from data using measures of central tendency</u> . (Given class test results, find the median, mean, mode, and range.) [E.8.3]
M.8.E.4	Compare several sets of data to confirm hypotheses and make predictions. (Make a double bar graph to compare real and desired time spent during a given day.) [E.8.5]
M.8.E.5	<u>Determine the likelihood of occurrences of simple events by using lists, tables, etc.</u> . (Use a table of 36 equally likely outcomes from tossing a pair of dice to give the probability of tossing a sum of 5.) [E.8.7]
M.8.E.6	<u>Determine the likelihood of occurrences of simple events by conducting an experiment</u> . (Toss a paper cup 50 times and determine the probability of the cup landing open end down.) [E.8.7]
M.8.E.7	<u>Determine the likelihood of occurrence of simple events using theoretical methods</u> . (On a TV game show there are three doors. If the grand prize is behind one of them, what is the probability of guessing the correct door on two consecutive shows?) [E.8.7]
M.8.F.1	<u>Represent and interpret linear patterns with tables, graphs, expressions, etc., including real-world phenomena</u> . (Make a table of possible values of the measures of two acute angles in a right triangle. Graph and explain why the graph is only in the first quadrant.) [F.8.2]

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M.8.F.2	Represent and interpret non-linear patterns with tables, graphs, expressions, etc., including real-world phenomena. (Let “A” be the area of a square with side “s”. Graph all possible pair values of (s, A). Explain why the graph is only in the first quadrant.) [F.8.2]
M.8.F.3	Given a functional relationship, describe a rule that characterizes the pattern using variables. (Martha opened a savings account with \$15. Every week, she adds \$5 to the account. Let “A” be the amount saved and “w” be the number of weeks she has been saving. Write an equation relating “A” and “w”.) [F.8.3]
M.8.F.4	Write and <u>solve linear equations</u> . (Write an equation, solve, and answer the question: there were 3500 tickets available for a concert. Only 212 tickets are left. How many tickets have been sold?) [F.8.4]
M.8.F.5	<u>Using linear equations, write and evaluate formulas</u> . (Using $A$ = area; $L$ = length; $W$ = width, write a formula for the area of a rectangle. Solve the equation for “W”.) [F.8.4]
M.8.F.6	<u>Recognize and apply generalized properties</u> : commutative, distributive, associative, identities, addition property of equality. (Use the distributive property to show two ways to find area) [F.8.5]

## 8th Grade Science Benchmarks

<b>Science: Physical Science:</b>	
SPS.8.A.1	<u>Describe how atomic models have changed over time.</u> (i.e. Based on readings and lecture describe how the Atomic Theory has changed). [A.8.5; D.8.10]
SPS.8.A.2	<u>Describe how Bernoulli's Principle is applied.</u> (i.e. Make and fly a paper airplane to test this principle.) [A.8.6]
SPS.8.B.1	<u>Share personal knowledge of science.</u> (i.e. Explain how you have learned something about science that was discovered many years ago.) [B.8.5]
SPS.8.B.2	<u>Describe a current social issue that is related to science.</u> (i.e. water pollution) [B.8.6]
SPS.8.C.1	<u>Design and conduct an investigation to answer a personal scientific question. Use inference to decide on a possible answer. Based upon observation and recorded data, explain the results and identify additional questions.</u> (i.e. What impact does air temperature
SPS.8.D.1	<u>Explain how energy is conserved when changing from one form to another.</u> (i.e. Construct a pendulum to compare the exchange of kinetic energy and physical energy.) [D.8.7]
SPS.8.D.2	<u>Describe how sound waves are impacted by different media.</u> (i.e. Compare sounds using a spring in a variety of media-air, water, etc.). [D.8.8]
SPS.8.D.3	<u>Explain how various types of energy are transmitted.</u> (i.e. Magnetic energy within rails to move a bullet train, etc.) [D.8.9]
SPS.8.D.4	<u>Compare and contrast elements.</u> (i.e. Heat and weigh different metals to determine identification and density.) [D.8.1]
SPS.8.D.5	<u>Explain "state" changes in terms of the Kinetic Theory of Matter.</u> (i.e. Observe state changes by melting ice, boiling and evaporating water and recording changes on graph paper.) [D.8.2]
SPS.8.D.6	<u>Explain how a compound differs from the element that compose it.</u> (i.e. Explain how table salt which is sodium chloride is composed of the elements sodium and chlorine which are individually deadly.) [D.8.3]
SPS.8.D.7	<u>Describe the physical changes that take place through heat exchanges.</u> (i.e. Calculate changes in thermal energy using mathematics.) [D.8.4]
SPS.8.G.1	<u>Describe several careers that exist because of science.</u> (i.e. Paper-making, petroleum industry, auto industry, science and society, etc.) [G.8.2]
SPS.8.G.2	<u>Describe several recent advances in science.</u> (i.e. the production of ethanol gasoline, genetic engineering of seed crops, "Science in the News" programs, "Current Science", etc.) [G.8.3]
SPS.8.H.1	<u>Describe how scientific evidence is used in ways to address a social issue.</u> (i.e. pollution regulation). [H.8.1]
<b>Science: Environmental Science:</b>	
SES.8.1	<u>Compare animal interactions of competition, predation, and symbiosis.</u> (i.e. "Oh Deer" lab activity, field study using symbiosis guides.) [F.8.2]
SES.8.2	<u>Analyze the interactions between producers and consumers in a food chain.</u> (i.e. Ecosystem study project, food chain construction activities, graph of Lynx and Snowshoe Hare population study, raptor study.) [F.8.8]
SES.8.3	<u>Describe the relationship between acid rain and plant growth.</u> (i.e. Acid rain plant growth lab activity.) [F.8.9]

## 8th Grade Science Benchmarks

SES.8.4	<u>Compare human population growth and resource use to increases in soil, air, and water pollution.</u> (i.e. Construction of Bio-Reactors, landfill simulation, water and soil analysis labs, computer simulation “Water Pollution” and mosquito study.) [F.8.10]
SES.8.5	Identify the major components of environmental science and compare them with issues involving resource use and pollution. (i.e. Current events and relationship to environmental issues.) [A.8.1]
SES.8.6	<u>Classify ecosystems according to age based on theories of succession.</u> (i.e. Ecosystem project, outside lab activity.) [A.8.8]
SES.8.7	Using the scientific method, investigate the following; effects of acid rain on “Wisconsin Fast Plants”, how different food products effect the rate of decomposition and the conditions needed for vermi-composting and the rate of decomposition of different
SES.8.8	<u>Discuss the history of environmental science/natural science, theories and socio-economic problems related to the issues raised by the development of the “New” science.</u> (i.e. Discussion of environmental issues currently in the news, guest speakers, news p
SES.8.9	<u>Classify plants and animals according to their physical needs and identify the biomes where these plants and animals could survive.</u> (i.e. “Ecosystem Observation”, owl study, mosquito study, special reports, graphing of weather data.) [F.8.9,10]
SES.8.10	<u>Discuss employment opportunities in the field of environmental science; what skills are needed, why that kind of job and other related jobs exist.</u> (i.e. Job Service, computer job search, guidance counselors, and outside speakers) [G.8.1]
SES.8.11	<u>Explain the need for following safety procedures in the science lab and for making healthy decisions affecting personal health.</u> (i.e. safety unit, guest speakers, etc.) [H.8.3]
SES.8.12	<u>Design, or redesign, a composting system capable of handling 100 pounds of food per day.</u> (Thermal or verm systems. May also include solid waste systems) [F.8.8; G.8.4,5]

## 8th Grade Language Arts Benchmarks

LA.8.A.1	Use strategies to recognize words.
	a. <u>Decode words using phonetic and structural analysis techniques, semantic context, and context clues.</u>
	b. <u>Use a variety of strategies to define and extend understanding of word</u>
	c. <u>Determine the meaning of unknown words using a glossary, dictionary and thesaurus.</u> [A.8.1]
LA.8.A.2	Use strategies to comprehend literary and nonliterary text.
	a. <u>Use strategies to preview text</u> (skim materials, uses pictures, textual clues).
	b. <u>Use strategies to help represent abstract information</u> (concepts, generalizations) as explicit mental pictures.
	c. <u>Established and adjusts purposes for reading</u> ( to understand, interpret, enjoy, solve problems, etc.).
	d. <u>Identify the author's purpose</u> (persuade, to inform, etc.).
	e. <u>Use specific strategies to clear up parts of a text</u> (pauses, rereads the text, consults another source, etc.).
	f. <u>Apply reading skills to a variety of literary passages and texts</u> (fiction, nonfiction. Myths, poems, fantasies, etc.).
	g. <u>Make inferences regarding the qualities and motives of characters and the consequences of their actions.</u>
	h. <u>Identify recurring themes across literary works.</u>
	i. <u>Recognize elements of plot</u> (cause and effect relationships, conflicts, resolutions. Etc.).
	j. <u>Identify the defining characteristics of a variety of literary forms and genres.</u>
	k. <u>Recognize devices used to develop characters in literary texts</u> (character traits, motivations, changes and stereotypes).
	l. <u>Make inferences and draw conclusions about story elements</u> (main and subordinate characters, events, setting, theme, missing details, etc.).
	m. <u>Identify similarities and differences among literary works in terms of settings, characters, and events.</u>
	n. <u>Identify point of view in a literary text</u> (distinguishes between first and third person).
	o. <u>Explain how the motives of characters or the causes for complex events in texts are similar to and different from those in his/her own life.</u>
	p. <u>Analyze a literary work</u> (interpret the theme and main ideas, consider audience and purpose, etc.)
	q. <u>Use a variety of strategies to respond to literary and nonliterary texts</u> (write responses in a log or journal, describe initial impression of the selection, connect knowledge from the selection with personal knowledge, use classic literature to interpret contemporary texts.).
	r. <u>Relate personal response to text with that intended by the author.</u>
	s. <u>Identify the use of specific literary devices</u> (foreshadowing, flashback, suspense, figurative language, description metaphor, etc.).
	t. <u>Identify the effects of author's style on a literary work</u> (how it elicits a response from the reader).
	u. <u>Identify common historical, social, and cultural themes and issues portrayed in literature.</u> [A.8.1,2,3]

## 8th Grade Language Arts Benchmarks

LA.8.A.3	Use strategies to comprehend informational text.
	a. <u>Use a variety of sources to gather information for research topics</u> (magazines, newspapers, journals, almanacs, electronic media, etc.).
	b. <u>Select resources according to the task to be performed</u> (atlas, map, dictionary, encyclopedia, brochure, etc.).
	c. <u>Apply reading skills and strategies to a variety of informational texts</u> (textbooks, biographical sketches, diaries, letters, directions, procedures, essays, magazines, primary source historical documents, editorials, news stories, bus routes, catalogues, etc.).
	d. <u>Identify the author's viewpoint in an informational text.</u>
	e. <u>Summarize and paraphrase information in texts.</u>
	f. <u>Use prior knowledge and experiences to understand and respond to new information.</u>
	g. <u>Identify and use the various parts of a book</u> (index, table of contents, glossary, appendix.)
	h. <u>Use text organizers</u> (headings, topic and summary sentences, graphic features) <u>to determine the main ideas and to locate information in a text.</u>
	i. <u>Differentiate between fact and opinion in informational text.</u>
	j. <u>Draw conclusions and make inferences based upon explicit information in text.</u>
	k. <u>Identify techniques used to convey viewpoint</u> (word choice, language structure, content, etc.). [A.8.4]
LA.8.B.1	<u>Use a variety of writing technologies.</u> (Use legible writing; use a word processing program.) (B.8.1)
LA.8.B.2	Use a variety of forms of writing.
	a. <u>Write a comparison/contrast essay.</u>
	b. <u>five-paragraph essay</u>
	c. <u>persuasive essay.</u>
	d. <u>narrative essay.</u>
	e. <u>expository essay.</u>
	f. <u>business letter.</u> [B.8.1]
LA.8.B.3	Use the basic principles of writing appropriate to each genre.
	a. <u>Use descriptive details;</u>
	b. <u>employ personal voice;</u>
	c. <u>use topic sentences for paragraphs;</u>
	d. <u>organize paragraphs by ideas;</u>
	e. <u>use appropriate transitions;</u>
	f. <u>develop a clear central idea;</u>
	g. <u>develop an effective introduction;</u>
	h. <u>use appropriate tone;</u>
	i. <u>use a clincher to conclude the message;</u> [B.8.1]
LA.8.B.4	Use the writing process.
	a. <u>Write a rough draft;</u>
	b. <u>use an outline, a graphic organizer or concept map to pre-write;</u>
	c. <u>organize or reorganize words, sentences or paragraphs to improve clarity;</u>
	d. <u>edit for spelling or punctuation.</u> [B.8.2]

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LA.8.B.5	Use the correct spellings.
	a. <u>Spell high frequency words correctly;</u>
	b. <u>use common suffixes/prefixes and root words to spell new words;</u>
	c. <u>use spelling resources e.g. word lists, dictionaries, charts, and classmates.</u> [B.8.3]
LA.8.B.6	Use correct capitalization.
	a. <u>Use the correct capitals when referring to religions, and denominations, the Bible and its parts, the sacred books of other religions and the Diety;</u>
	b. <u>use correct capitals for titles used with names of people including abbreviations;</u>
	c. <u>use correct capitals when using directions to refer to a, i.e. North, certain section of the world or a country South, etc.;</u>
	d. <u>use correct capitals when referring to the name of a school subject derived from a proper noun or when it is the title of a specific course;</u>
	e. <u>use capital letters for proper adjectives.</u> [B.8.3]
LA.8.B.7	Use correct punctuation.
	a. <u>Use periods correctly in abbreviations;</u>
	b. <u>use commas correctly after introductory construction,;</u>
	c. <u>use commas to separate the parts of a compound sentence;</u>
	d. <u>use commas to set off nonessential information in a sentence;</u>
	e. <u>use commas to set off interrupters;</u>
	f. <u>use correct punctuation in dialog;</u>
	g. <u>use correct punctuation in addresses.</u> [B.8.3]
LA.8.B.8	Use correct grammar and sentence structure.
	a. <u>Avoid the expressions "ain't", "hisself" "thereselves";</u>
	b. <u>avoid "where" followed by "at";</u>
	c. <u>use the correct contractions for should have, would have and could have.</u> [B.8.3]

# 8th Grade Social Studies Benchmarks

## **A. Geography: People, Places, and Environments**

SS.A.8.1	Explain how the five themes of geography affected the building of ancient civilization (i.e. proximity to water, natural resources, climate) (A.8.1, 3,5,7,8) (A.12.1, 3)
SS.A.8.2	Compare and contrast the ancient civilizations of the Middle East, Europe, Africa, North America, South America and Asia (i.e. history, geography, culture, society, language, religion, leaders) (A.8.1, 2,3,7,8,9) (A.12.1, 3,8)
SS.A.8.3	Identify ways ancient civilizations have impacted our lives today (i.e. political philosophy, religious beliefs, art, math, science, entertainment) (A.8.9)
SS.A.8.4	Locate the major physical features and modern political regions of Western and Southern Europe (A.8.1, 2) (A.12.1, 3)
SS.A.8.5	Explain how the five themes of geography affected the development of early civilization in Western and Southern Europe. (A.8.1, 3,5,7,8) (A.12.1, 6,8)
SS.A.8.6	Explain the effect of geography on the growth of civilization in Western and Southern Europe (i.e. climate, resources, physical features, proximity to water) (A.8.1, 3,5,7,8) (A.12.1, 6,8)
SS.A.8.7	Explain the effect of geography on the growth of Mesoamerican Civilization. (A.8.1, 3,5,7,8) (A.12.1, 6,8)
SS.A.8.8	Explain how the five themes of geography affected the development of early civilization in North and South America. (A.8.1, 3,5,7,8) (A.12, 1,6,8)
SS.A.8.9	Locate the major physical features and modern political regions of the Middle East and North Africa. (A.8.1, 2) (A.12.1, 3)
SS.A.8.10	Explain the impact of the five themes of geography on the growth of civilization in the Middle East and North Africa. (A.8.1, 3,5,7,8) (A.12.1, 6,8)
SS.A.8.11	Explain how early African civilizations adapted to their geographic locations (i.e. Mali, Benin, Zimbabwe, Ethiopia) (A.8.8)
SS.A.8.12	Describe how early African civilizations made contact with other parts of the world and assess the impact on their culture (i.e. travel, trade, exploration, conquest, pilgrimages, slavery) (A.8.3, 7,8)
SS.A.8.13	Locate the major physical features and modern political regions of Africa (A.8.1, 2) (A.12.1, 3)
SS.A.8.14	Explain the impact of the five themes of geography on the growth of civilization south of the Sahara. (i.e. physical features, climate, resources, proximity to water) (A.8.1, 3,5,7,8) (A.12.1, 6,8)
SS.A.8.15	Discuss how ancient Chinese inventions and products influenced other countries of the region and world. (i.e. paper, gunpowder, silk, spices) (A.8.7.9)
SS.A.8.16	Identify elements of Chinese and Indian culture that were adopted by South and East Asia (i.e. Buddhism, Hinduism, Confucianism, art, music, architecture, language) (A.8.7, 9)
SS.A.8.17	Locate the major physical features and political regions of Asia (A.8.1, 2) (A.12.1, 3)
SS.A.8.18	Explain the impact of the five themes of geography on the growth of civilization Asia (i.e. physical features, climate, resource, proximity to water) (A.8.1, 3,5,7,8) (A.12.1, 6,8)

## **B. History: Time, Continuity, and Change**

SS.B.8.1	Examine and determine the time relationship of the building of ancient civilizations (B.8.1, 12)
SS.B.8.2	Compare and contrast the ancient civilizations of the Middle East, Europe, North and South America, Africa, and Asia (i.e. history, geography, culture, society, language, religion, leaders) (B.8.1, 5,7,10,12) (B.12.2, 14,18)
SS.B.8.3	Identify several ways ancient civilizations have impacted our lives today (i.e. political philosophy, religious beliefs, art, math, science, entertainment) (B.8.8) (B.12.2, 14,18)

# 8th Grade Social Studies Benchmarks

SS.B.8.4	Identify elements of Greek and Roman culture that have impacted the growth of civilizations around the world. (B.8.1, 7,12) (B.12.2, 5,13,14)
SS.B.8.5	Explain how feudalism and manorialism affected the early European civilizations (i.e. isolation – European Union, social status, monetization, choice) (B.8.1, 2,7) (B.12.2, 5,9,13,18)
SS.B.8.6	Describe the role of the Christian Church in Western Europe during the Middle Ages (i.e. political, social, economic, educational, religious impact, Crusades, Inquisition) (B.8.1,3,4,5,7,12) (B.12.1,4,14,15)
SS.B.8.7	Discuss how the Eastern Slavic lands became isolated from Western Europe during the Middle Ages and assess the impact of this isolation on their culture and development (i.e. schism between Roman Catholic and Eastern Orthodox Church, Mongol Conquest) (B.8.1, 2,7,8,10) (B.12.2, 3)
SS.B.8.8	Describe the role of the Christian Church in the Byzantine and Slavic societies of the Middle Ages (i.e. political, social, economic, religious) (B.8.1, 3,4,5,7,12) (B.12.1, 4,5,14,15)
SS.B.8.9	Identify the basic beliefs and practices of Islam and explain the global influence of this religion (i.e. monotheism, Five Pillars of Islam – faith, prayer, fasting pilgrimage) (B.12.14)
SS.B.8.10	Explain how the Islamic state expanded and then declined during the Middle Ages and the resulting impact on the culture of the region (i.e. Empire of the Caliphs, Seljuk Turks, Crusades, Ottoman Empire) (B.8.1, 2,3,7,8,10,12) (B.12.1, 2,5,13,14)
SS.B.8.11	Name the achievement of the Islamic state and explain how they were spread to other cultures (i.e. House of Wisdom, mathematics, science, medicine, art, architecture, literature) (B.8.8.12) (B.12.3, 13)
SS.B.8.12	Describe how early African civilizations made contact with other parts of the world and assess the impact on their culture (i.e. travel, trade, exploration, conquest, pilgrimages, slavery) (B.8.1, 2,7,8,10,12) (B.12.2, 3,5,13,14)
SS.B.8.13	Discuss how ancient Chinese inventions and products influenced other countries of the region and the world (i.e. paper, gunpowder, silk, spices) (B.8.1, 7,8,12) (B.12.2, 5,13)
SS.B.8.14	Identify elements of Chinese and Indian culture that were adopted by South and East Asia (i.e. Buddhism, Hinduism, Confucianism; art, music, architecture, language) (B.8.1, 7,12) (B.12.2, 5,13,14)
SS.B.8.15	Describe the dynasty system found in the early Asian empires. (B.8.4.5) (B.12.4, 5)
<b>C. Political Science and Citizenship: Power, Authority, Governance, Responsibility</b>	
SS.C.8.1	Compare and contrast the political/governmental structure and role of the people in the development of early civilizations in the Middle East, Europe, North America, South America, Africa, and Asia (i.e. history, geography, culture, society, language, religion, leaders) (C.8.3)
SS.C.8.2	Identify several ways ancient civilizations have impacted our lives today (i.e. political philosophy, religious beliefs, art, math, science, entertainment) (C.8.1, 3) (C.12.1, 2,5,15)
SS.C.8.3	Explain how feudalism and manorialism differ from the present day political and economic systems in Western Europe (i.e. isolation – European Union; social status, monetization, choice) (C.8.1) (C.12.1, 15)
SS.C.8.4	Discuss how Eastern Slavic lands became isolated from Western Europe during the Middle Ages and assess the impact of this isolation on their culture and development (i.e. schism between Roman Catholic and Eastern Orthodox Church, Mongol Conquest) (C.8.3)
SS.C.8.5	Name the achievements of the Islamic state and explain how they were spread to other cultures (i.e. House of Wisdom, mathematics, science, medicine, art, architecture, literature) (C.8.3) (C.12.2, 5)

# 8th Grade Social Studies Benchmarks

SS.C.8.6	Describe how early African civilization made contact with other parts of the world and assess the impact on their culture (i.e. travel, trade, exploration, conquest, pilgrimages, slavery) (C.12.15)
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## **D. Economics: Production, Distribution, Exchange, Consumption**

SS.D.8.1	Explain how geography affected the shaping of the economic systems of early civilizations (i.e. proximity to water, natural resource, climate) (D.8.7)
SS.D.8.2	Compare and contrast the economies of the early civilization of the Middle East, Europe, Africa, North America, South America, and Asia, (i.e. history, geography, culture, society, language, religion, leaders) (D.8.1)
SS.D.8.3	Discuss how ancient Chinese inventions and products influenced other countries of the region and world (i.e. paper, gunpowder, silk, spices) (D.8.1)

## **E. Behavioral Sciences: Individuals, Institutions, and Society**

SS.E.8.1	Compare and contrast the ancient civilizations of the Middle East, Europe, Asia, Africa, North America and South America (i.e. history, geography, culture, society, language, religion, leaders) (E.8.2, 3,4,5,6,7,11,14) (E.12, 4,6,14)
SS.E.8.2	Identify several ways ancient civilizations have impacted our lives today (i.e. political philosophy, religious beliefs, art, math, science, entertainment) (E.8.3, 9,10,13) (E.12.14)
SS.E.8.3	Explain how feudalism and manorialism differ from the present day political and economic systems in Western Europe (i.e. isolation – European Union; social status, monetization, choice) (E.8.2, 3,4,5,6) (E.12, 4,6)
SS.E.8.4	Describe the role of the Christian Church in Western Europe during the Middle Ages and describe its lasting effect on the world (i.e. political, social, economic, educational, religious impact, Crusades, Inquisition) (E.8.7, 9,10,11) (E.12.11)
SS.E.8.5	Discuss how the Eastern Slavic lands became isolated from Western Europe during the Middle Ages and assess the impact of this isolation on their culture and development (i.e. schism between Roman Catholic and Eastern Orthodox Church, Mongol Conquest) (E.8.3, 4,5,9,10,11,13) (E.12.4, 6)
SS.E.8.6	Describe the role of the Christian Church in the Byzantine and Slavic societies of the Middle Ages (i.e. political, social, economic, religious) (E.8.7, 9,10,11) (E.12.11)
SS.E.8.7	Identify the basic beliefs and practices of Islam and explain the global influence of this religion (i.e. monotheism, Five Pillars of Islam – faith, prayer, alms, fasting pilgrimage) (E.8.3, 5,10,11)
SS.E.8.8	Explain how the Islamic state expanded and then declined during the Middle Ages and the resulting impact on the culture of the region (i.e. Empire of the Caliphs, Seljuk Turks, Crusades, Ottoman Empire) (E.8.3, 4,5,10,11) (E.12.4, 6,11,14)
SS.E.8.9	Name the achievements of the Islamic state and explain how they were spread to other cultures (i.e. House of Wisdom, mathematics, science, medicine, art, architecture, literature) (E.8.3,9,10,13) (E.12.14)
SS.E.8.10	Describe how early African civilizations made contact with other parts of the world and assess the impact on their culture (i.e. travel, trade, exploration, conquest, pilgrimages, slavery) (E.8.10)
SS.E.8.11	Discuss how ancient Chinese inventions and products influenced other countries of the region and world (i.e. paper, gunpowder, silk, spices) (E.8.9)
SS.E.8.12	Identify elements of Chinese and Indian culture that were adopted by South and East Asia (i.e. Buddhism, Hinduism, Confucianism, art, music, architecture, language) (E.8.3, 5,6,9,10,13)