

American Career Planner – 2009
Aligned with
Tennessee Academic Standards

English Language Arts – Grade 8

Standard 1 – Language	Standard 2 - Communication
<p>GLE 0801.1.1 Demonstrate control of Standard English through grammar usage and mechanics (punctuation, capitalization, and spelling).</p> <p>GLE 0801.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p>GLE 0801.1.3 Understand and use a variety of sentence structures.</p> <p>State Performance Indicators</p> <p>SPI 0801.1.1 Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate nouns) and pronouns (i.e., reflexive, interrogative, demonstrative) within context.</p> <p>SPI 0801.1.2 Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases) within context.</p> <p>SPI 0801.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative/superlative, adjective clauses) and adverbs (i.e., comparative/superlative) within context.</p> <p>SPI 0801.1.4 Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context.</p> <p>SPI 0801.1.5 Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context.</p> <p>SPI 0801.1.6 Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.</p> <p>SPI 0801.1.7 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma with coordinating conjunction, use of semicolon, introductory phrases or clauses).</p> <p>SPI 0801.1.12 Identify correctly or incorrectly spelled words in context.</p> <p>SPI 0801.1.19 Recognize and use grade appropriate and/or content specific vocabulary.</p>	<p>Listening</p> <p>GLE 0801.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.</p> <p>GLE 0801.2.2 Distinguish among summaries, paraphrases, and critiques.</p> <p>Speaking</p> <p>GLE 0801.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.</p> <p>GLE 0801.2.7 Participate in work teams and group discussions.</p> <p>State Performance Indicators</p> <p>SPI 0801.2.9 Distinguish between a summary and a critique.</p> <p>.</p>

American Career Planner – 2009
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English Language Arts – Grade 8 (cont'd)

Standard 3 - Writing	Standard 4 - Research
<p>GLE 0801.3.1 Write in a variety of modes for different audiences and purposes.</p> <p>GLE 0801.3.2 Employ various prewriting strategies.</p> <p>GLE 0801.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.</p> <p>GLE 0801.3.4 Refine strategies for editing and revising written work.</p> <p>State Performance Indicators</p> <p>SPI 0801.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade, to entertain).</p> <p>SPI 0801.3.2 Identify the targeted audience for a selected passage.</p> <p>SPI 0801.3.3 Select an appropriate thesis statement for a writing sample.</p> <p>SPI 0801.3.6 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.</p> <p>SPI 0801.3.7 Identify sentences irrelevant to a paragraph's theme or flow.</p> <p>SPI 0801.3.8 Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage.</p> <p>SPI 0801.3.9 Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas.</p> <p>SPI 0801.3.11 Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode.</p> <p>SPI 0801.3.13 Select the most appropriate format for a work-related text.</p>	<p>GLE 0801.4.1 Define and narrow a problem or research topic.</p> <p>GLE 0801.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.</p> <p>GLE 0801.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from websites.</p> <p>State Performance Indicators</p> <p>SPI 0801.4.3 Determine the most appropriate research source for a given research topic.</p> <p>SPI 0801.4.5 Discern irrelevant research material from written text.</p> <p>Standard 5 - Logic</p> <p>GLE 0801.5.1 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p> <p>GLE 0801.5.2 Analyze text for fact-opinion, cause-effect, inferences, evidence, and conclusions.</p> <p>GLE 0801.5.5 Identify and analyze premises, including false premises.</p> <p>State Performance Indicators</p> <p>SPI 0801.5.1 Recognize a reasonable prediction of future events of a given text.</p> <p>SPI 0801.5.3 Analyze cause/effect relationships in text.</p> <p>SPI 0801.5.9 Make inferences and draw conclusions based on evidence in text.</p>

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English Language Arts – Grade 8 (*cont'd*)

Reading – Eighth Grade

Standard 6 - Informational Text	Content Standard: 1.0
<p>GLE 0801.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.</p> <p>GLE 0801.6.2 Analyze the organizational structures of informational texts.</p> <p>GLE 0801.6.3 Read, interpret, and analyze text features that support informational texts.</p> <p>State Performance Indicators</p> <p>SPI 0801.6.1 Formulate appropriate questions before, during, and after reading.</p> <p>SPI 0801.6.2 Identify the main idea and supporting details in text.</p> <p>SPI 0801.6.3 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).</p> <p>SPI 0801.6.4 Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).</p> <p>SPI 0801.6.6 Identify the organizational structure of a text (i.e., chronological, cause-effect, comparison-contrast, sequential, problem-solution).</p>	<p>The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.</p> <p>Learning Expectations:</p> <p>1.01 Continue to develop oral language and listening skills.</p> <p>1.02 Develop an understanding of the concepts of print.</p> <p>1.05 Read to develop fluency, expression, accuracy, and confidence.</p> <p>1.06 Expand reading vocabulary.</p> <p>1.07 Employ pre-reading strategies to facilitate comprehension.</p> <p>1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.</p> <p>1.09 Refine study skills and develop methods of research to enhance learning.</p> <p>1.10 Develop skills to facilitate reading in the content areas.</p> <p>1.11 Read independently for a variety of purposes.</p> <p>1.13 Develop and sustain a motivation for reading.</p> <p>Performance Indicators: State</p> <p>8.1.spi.1. Formulate appropriate questions during the reading of text.</p> <p>8.1.spi.2 Choose the correct meaning/usage of multi-meaning words by replacing the word in context with an appropriate synonym or antonym.</p> <p>8.1.spi.3. Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, tables of contents, and appendices).</p> <p>8.1.spi. 6. Determine cause-effect relationships in context.</p> <p>8.1.spi. 7. Determine inferences from selected passages.</p> <p>8.1.spi. 8. Recognize a reasonable prediction of future events of a passage.</p> <p>8.1.spi. 9. Select information using keywords and headings.</p> <p>8.1.spi.10. Recognize and use grade appropriate and/or content specific vocabulary.</p> <p>8.1.spi.11. Determine an author's purpose for writing or a student's purpose for reading.</p> <p>8.1.spi.12. Identify an implied theme from a selection or related selections.</p> <p>8.1.spi.13. Use text features (e.g., sidebars, footnotes, and endnotes) to determine meaning.</p>

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Mathematics – Grade Eight

Standard 1 – Mathematical Processes	Standard 3 – Algebra
<p>GLE 0806.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.</p> <p>GLE 0806.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.</p> <p>GLE 0806.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.</p> <p>GLE 0806.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.</p> <p>GLE 0806.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.</p>	<p>GLE 0806.3.2 Represent, analyze, and solve problems involving linear equations and inequalities in one and two variables.</p> <p>State Performance Indicators:</p> <p>SPI 0806.3.1 Find solutions to systems of two linear equations in two variables.</p>

American Career Planner – 2009
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Tennessee Academic Standards

Mathematics – Grade Eight (cont'd)

Standard 5 – Data Analysis, Statistics, & Probability	
<p>GLE 0806.5.1 Explore probabilities for compound, independent and/or dependent events.</p> <p>GLE 0806.5.3 Evaluate the use of statistics in media reports.</p>	

American Career Planner – 2009
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Science – Grade 8

Embedded Inquiry	Embedded Technology & Engineering
<p>Conceptual Strand Understandings about scientific inquiry and the ability to conduct inquiry are essential for living in the 21st century.</p> <p>GLE 0807.Inq.3 Synthesize information to determine cause and effect relationships between evidence and explanations.</p> <p>GLE 0807.Inq.5 Communicate scientific understanding using descriptions, explanations, and models.</p> <p>SPI 0807.Inq.4 Draw a conclusion that establishes a cause and effect relationship supported by evidence.</p>	<p>Conceptual Strand Society benefits when engineers apply scientific discoveries to design materials and processes that develop into enabling technologies.</p> <p>GLE 0807.T/E.1 Explore how technology responds to social, political, and economic needs.</p>

American Career Planner – 2009
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Tennessee Academic Standards

Science – Grade 8 (cont'd)

Life Science	Physical Science
<p>Standard 5 - Biodiversity and Change</p> <p>Conceptual Strand 5 A rich variety of complex organisms have developed in response to a continually changing environment.</p> <p>GLE 0807.5.1 Identify various criteria used to classify organisms into groups.</p> <p>GLE 0807.5.3 Analyze how structural, behavioral, and physiological adaptations within a population enable it to survive in a given environment.</p> <p>GLE 0807.5.5 Describe the importance of maintaining the earth's biodiversity.</p> <p>State Performance Indicators</p> <p>SPI 0807.5.2 Analyze structural, behavioral, and physiological adaptations to predict which populations are likely to survive in a particular environment.</p> <p>SPI 0807.5.4 Identify several reasons for the importance of maintaining the earth's biodiversity.</p>	<p>Standard 9 - Matter</p> <p>GLE 0807.9.1 Understand that all matter is made up of atoms.</p> <p>GLE 0807.9.3 Interpret data from an investigation to differentiate between physical and chemical changes.</p> <p>State Performance Indicators</p> <p>SPI 0807.9.1 Recognize that all matter consists of atoms.</p> <p>SPI 0807.9.5 Describe the chemical makeup of the atmosphere.</p> <p>Standard 12 - Forces in Nature</p> <p>Conceptual Strand 12 Everything in the universe exerts a gravitational force on everything else; there is an interplay between magnetic fields and electrical currents.</p> <p>GLE 0807.12.1 Investigate the relationship between magnetism and electricity.</p> <p>GLE 0807.12.4 Identify factors that influence the amount of gravitational force between objects.</p> <p>GLE 0807.12.5 Recognize that gravity is the force that controls the motion of objects in the solar system.</p> <p>State Performance Indicators</p> <p>SPI 0807.12.3 Distinguish among the Earth's magnetic field, a magnet, and the fields that surround a magnet and an electromagnet.</p> <p>SPI 0807.12.5 Determine the relationship among the mass of objects, the distance between these objects, and the amount of gravitational attraction.</p> <p>SPI 0807.12.6 Illustrate how gravity controls the motion of objects in the solar system.</p>

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Social Studies

Culture	Economics
<p>Content Standard: 1.0 Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.</p> <p>Learning Expectations:</p> <ul style="list-style-type: none"> • 1.01 Understand the nature and complexity of culture. • 1.04 Describe the influence of science and technology on the development of culture through time. 	<p>Content Standard: 2.0 Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand both personally and globally production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.</p> <p>Learning Expectations:</p> <ul style="list-style-type: none"> • 2.2 Understand global economic connections, conflicts, and interdependence. • 2.3 Understand the potential costs and benefits of individual economic choices in the market economy. • 2.4 Understand the interactions of individuals, businesses, and the government in a market economy. <p>Performance Indicators State:</p> <ul style="list-style-type: none"> • 8.2.spi.1. Recognize America's natural resources (i.e., land, timber, fish, animal pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).

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Social Studies (cont'd)

Geography	Governance and Civics
<p>Content Standard: 3.0 Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.</p> <p>Learning Expectations:</p> <ul style="list-style-type: none"> • 3.03 Recognize the interaction between human and physical systems. <p>Performance Indicators State:</p> <ul style="list-style-type: none"> • 8.3.spi.3. Interpret examples which illustrate how cultures adapt to or change the environment (i.e., deforestation, subsistence farming, cash crop, dam and road building). 	<p>Content Standard: 4.0 Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.</p> <p>Learning Expectations:</p> <ul style="list-style-type: none"> • 4.01 Appreciate the development of people's need to organize themselves into a system of governance. • 4.04 Discuss how cooperation and conflict among people influence the division and control resources, rights, and privileges. • 4.05 Understand the rights, responsibilities, and privileges of citizens living in a democratic society.

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Social Studies (cont'd)

Individuals, Groups, and Interactions	PROCESS STANDARDS
<p>Content Standard: 6.0 Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals, and groups work independently and cooperatively.</p> <p>Learning Expectations:</p> <ul style="list-style-type: none"> • 6.01 Understand the impact of individual and group decisions on citizens and communities. • 6.02 Understand how groups can impact change at local, regional, and global levels. <p>Performance Indicators State:</p> <ul style="list-style-type: none"> • 8.6.spi.4. Identify the role of institutions in furthering both continuity and change (i.e., governments, churches, families, schools, communities). • 8.6.spi.5. Recognize how groups and institutions work together to meet common needs. 	<p>Acquiring Information: emphasizes the learners' use of a broad base of strategies to:</p> <ul style="list-style-type: none"> • Read to gain literal meaning • Detect cause and effect relationships • Read from a variety of sources <p>Analysis of Data and Problem Solving: emphasizes the learners' use of a broad base of strategies to:</p> <ul style="list-style-type: none"> • Identify relevant factual material • Critically examine data from a variety of sources • Note cause/effect relationship and draw inferences from a variety of data • Use available data to devise new situation and outcomes • Extract significant ideas from supporting details, • Combine critical concepts in a statement of conclusion based on information • Determine whether information is pertinent to the topic <p>Communication: emphasizes the learners' use of a broad base of strategies to:</p> <ul style="list-style-type: none"> • Summarize judgments through essays • Transmit ideas through discussions • Demonstrate emotions through the creation of visuals