

Grade 8– Integrated Curriculum

Language Arts, Math, Science, Social Studies, The Arts, and World Languages

LANGUAGE ARTS OAC 210:15-3-19

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts. Participate productively in self-directed work teams to create observable products.

Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.

Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

1. Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.
2. Word Origins - Recognize and analyze the influence of historical events on English word meaning and vocabulary expansion.

Example: Identify how the early influences of Spanish explorers in North America impacted American English vocabulary by adding words such as *lasso*, *tortilla*, and *patio* and investigate why these particular words were adopted from the Spanish.

3. Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.
 - a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *Rush hour traffic moves at a snail's pace* or *as plain as day*.
 - b. Analogies: comparisons of the similar aspects of two different things.
 - c. Metaphors: implies comparisons, such as, The cup of hot tea was the best medicine for my cold.
 - d. Similes: comparisons that use like or as, such as, The ice was smooth as glass before the skaters entered the rink.

***Standard 2: Fluency - The student will identify words rapidly so that attention is directed to the meaning of the text.**

1. Read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.
2. Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" eighth grader reads 150 words per minute).
3. Increase reading speed and comprehension through daily, independent reading.
4. Read silently for increased periods of time.
5. Use punctuation as a cue for pausing and characterization while reading.

Standard 3: Comprehension - The student will interact with the words and concepts in the text to construct an appropriate meaning.

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information

1. Literal Understanding

- a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.

Determine the purpose for reading such as to be informed, entertained, persuaded, or to understand.

Preview the text and use prior knowledge and experience to make connections to text.

- b. Show understanding by asking questions and supporting answers with literal information from text.

2. Inferences and Interpreting

- a. Make inferences and draw conclusions supported by text evidence and student experiences.
- b. Connect, compare, and contrast ideas, themes, and issues across texts.

Example: Use graphic organizer to show comparisons.

3. Summary and Generalization

- a. Determine the main (or major) idea and how those ideas are supported with specific details.
- b. Paraphrase and summarize text to recall, inform, or organize ideas.

4. Analysis and Evaluation

- a. Distinguish between stated fact, reasoned judgment, and opinion in various texts.
- b. Use text's structure or progression of ideas, such as cause and effect or chronology (sequential order).
- c. Compare/contrast to determine similarities and differences in treatment, scope, or organization.
- d. Problem/solution - offer observations, make connections, react, speculate, interpret, and raise questions in response to text.
- e. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story.
- f. Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved.

*5. Monitoring and Correction Strategies

- a. Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.
- b. Make, confirm, and revise predictions when reading.
- c. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.

Standard 4: Literature: The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works. Participate in self-directed work teams to create observable products.

1. Literary Genres - The student will demonstrate a knowledge of and an appreciation for various forms of literature.
 - a. Analyze the characteristics of genres, including short story, novel, drama, lyric poetry, nonfiction, historical fiction, and informational texts.
 - b. Identify and distinguish characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, myth, limericks, tall tales, and plays.
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
 - a. Analyze and explain elements of fiction including plot, conflict, character, mood, setting, theme, point of view, and author's purpose.
 - b. Identify and explain various points of view and how they affect a story's interpretation.
3. Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work.
 - a. Identify and explain the use of figurative language, in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.
 - b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.
 - c. Identify and interpret literary devices such as flashback, foreshadowing, symbolism, and imagery.
- *4. Literary Works - The student will read and respond to historically and culturally significant works of literature.
 - a. Analyze and evaluate works of literature and the historical context in which they were written.

- b. Analyze and determine distinctive and common characteristics of literature from various cultures to broaden cultural awareness.
- c. Compare similar characters, settings, and themes from varied literary traditions that cross cultures.

Standard 5: Research and Information: The student will conduct research and organize information.

1. Accessing Information - Select the best source for a given purpose, locate information relevant to research questioning.
 - a. Access information from a variety of primary and secondary sources, including electronic text, experts, and prime resources, to locate information relevant to research questioning.
 - b. Use text organizers, including headings, graphic features (e.g., boldface, italic type), and tables of contents, to locate and organize information.
 - c. Use organizational strategies to learn and recall important ideas from texts, such as preview, questions, reread, and record, as an aid to comprehend increasingly difficult content material.
 - d. Note instances of persuasion, propaganda, and faulty reasoning in text.
2. Interpreting Information - Analyze and evaluate information from a variety of sources.
 - a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, timelines, graphic organizers, or note cards).
 - b. Analyze and paraphrase or summarize information from a variety of sources into a research paper.
 - c. Identify and credit the sources used to gain information (e.g., bibliographies, footnotes, appendix).
 - d. Identify and apply test-taking strategies by answering different types and levels of questions, such as open-ended, literal, and interpretive as well as test-like questions, such as multiple choice, true/false, and short answer.

e. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Discuss and keep a list of writing ideas. Write clear, coherent, and focused papers progressing through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

Standard 1: Writing Process - The student will use the writing process to write coherently.

1. Use a writing process to develop and refine composition skills. Students are expected to use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, and reading to generate ideas and gather information.
2. Develop a main idea/thesis through use of details, examples, reasons, anecdotes, and use patterns as appropriate to purpose such as spatial, chronological, and climactic.
3. Blend paragraphs, with effective transitions, into larger text.
4. Use precise word choices, including figurative language, that convey specific meaning and tone.
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest
6. Revise multiple drafts individually and with peers.
7. Edit for errors in Standard English usage, sentence structure, word choice, mechanics, and spelling.

Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, argumentative, persuasive, and reflective modes.

At Grade 8, write creative, narrative, expository, argumentative, persuasive, reflective, and descriptive papers of at least 500 to 750 words and introduce technical documents. Demonstrate a command of

Standard English and the research, organization, and drafting strategies outlined in the writing process.

Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

1. Compose narrative text to include short stories, fictional, biographical or autobiographical narratives that:
 - a. create and develop a plot or sequence of events using well-chosen details that reveal the significance of each event.
 - b. create and develop a character (s), including comparisons, that show the character's (s') beliefs and qualities.
 - c. create and develop an appropriate point of view (e.g., third person limited or first person point of view).
 - d. create and maintain a setting that enhances the narration.
 - e. adjust tone and style to make writing more interesting and engaging to the audience.
 - f. use a range of narrative devices including dialogue, internal monologue, suspense, specific action, physical and background descriptions, and foreshadowing.
 - g. reveal the writer's attitude about the subject. h. use sensory details and precise word choice.

Example: Write an autobiographical account of one of your most memorable first days of school. Describe the day and its importance clearly enough so the reader can see and feel the day from your perspective.
2. Compose expository texts including research reports, technical documents, and other informational texts that:
 - a. define a research thesis (a statement of position on the topic).
 - b. integrate important ideas, concepts, or direct quotations from significant information sources.
 - c. identifies a variety of primary and secondary sources and distinguish the nature and value of each.
 - d. organizes and displays information on charts, tables, maps, and graphs.
 - e. document sources as appropriate to style.

- f. create technical documents using appropriate style and format that identify the necessary sequence or process.

Example: using research compiled on public transportation in Oklahoma, compose a documented paper with illustrations and bibliography (works cited).

3. Compose persuasive/argumentative compositions that:

- a. include a well-defined thesis that makes a clear and knowledgeable appeal.
- b. present detailed evidence, examples, and reasoning to support effective arguments and emotional appeal.
- c. provide details, reasons, and examples, arranging them effectively by predicting, identifying, and addressing reader concerns and counter-arguments.

Example: Using the research completed on public transportation, compose a persuasive letter to the mayor on why the community should or should not invest more resources into public transportation.

4. Compose reflective papers to:

- a. express the individual's insight into conditions or situations.
- b. compare a scene from a work of fiction with a lesson learned from experience.
- c. complete a self-evaluation on a class performance.

Example: Write a reflective paper that analyzes reasons for selections used in a portfolio of works that demonstrate skills in different subjects.

5. Compose responses to literature, including poetry, that:

- a. demonstrate careful reading and insight into interpretations.
- b. connect responses to the writer's techniques and to specific textual references.
- c. make supported inferences about the effects of a literary work on its audience.
- d. support judgments with references to the text, other works, other authors, or to personal knowledge.

Example: After reading a novel, compose an essay describing the different ways the characters speak (slang words or regional dialect) and analyze how this enhances or detracts from the narrative.

6. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.

Example: Write stories, poetry, and reports, showing a variety of word choices, or review a favorite book or film.

7. Write friendly, formal letters, emails, memos, proposals for change, and continue to produce other writing forms introduced in earlier grades.
8. Use appropriate essay test-taking and time-writing strategies that:
 - a. budget time for prewriting, drafting, revising, and editing.
 - b. prioritize the question/prompt.
 - c. identify the common directives from the prompt (Identify command verbs: *explain, compare, evaluate, define, and develop, etc.*).
 - d. analyze the question or prompt and determine the appropriate mode of writing.
 - e. apply appropriate organizational methods to thoroughly address the prompt.
 - f. utilize an editing checklist or assessment rubric, if provided.
9. Use legible handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.

1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade.
 - a. Use the principal parts of verbs and progressive verb forms.
 - b. Identify and correctly use transitive and intransitive verbs.
 - c. Identify and correctly use linking verbs.

- d. Make subject and verbs agree.
 - e. Identify personal, reflexive, and intensive pronouns.
 - f. Use nominative, objective, and possessive nouns and pronouns correctly.
 - g. Use correct pronoun reference and make pronouns agree with their antecedents.
 - h. Identify and use abstract, concrete, and collective nouns.
 - i. Correctly form and use the positive, comparative, and superlative forms of adjectives.
 - j. Identify and use appositives and appositive phrases.
 - k. Use verbals (infinitives, gerunds, and participles) to vary sentence structure in writing.
 - l. Correctly identify and use independent, dependent, restrictive (essential) and nonrestrictive (nonessential) clauses and phrases
 - m. Correctly use all conjunctions.
 - n. Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).
2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.
- a. Apply the capitalization rules appropriately in writing.
 - b. Punctuate correctly in writing, including:
 - i. Commas
 - ii. Quotation marks
 - iii. Apostrophes
 - iv. Colons and semicolons
 - v. Conventions of letter writing
 - vi. Hyphens, dashes, parentheses
 - c. Distinguish correct spelling of commonly misspelled words and homonyms.
3. Sentence Structure - Demonstrate appropriate sentence structure in writing.
- a. Correct sentence run-ons and fragments.
 - b. Correct dangling and misplaced modifiers.

- c. Differentiate between dependent, independent restrictive (essential) and nonrestrictive (nonessential) clauses.
- d. Simple, compound, complex, and compound-complex sentences.
- e. Compose sentences with simple, complete, and compound predicates.

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

Deliver focused, coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communication and deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that is used in writing. Participate independently and in groups to create oral presentations.

***Standard 1: Listening - The student will listen for information and for pleasure.**

- 1. Identify the major ideas and supporting evidence in informative and persuasive messages.
- 2. Listen in order to identify and discuss topic, purpose, and perspective.
- 3. Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).
- 4. Evaluate the spoken message in terms of content, credibility, and delivery.

***Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

- 1. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.
- 2. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.
- 3. Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).

4. Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).
5. Adjust message wording and delivery according to particular audience and purpose.

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

***Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.**

1. Interpret how language choice is used to enhance visual media (e.g., language or particular television or film genre, the use of emotional or logical arguments in commercials).
2. Identify and explain reasons for varied interpretations of visual media (e.g., different purposes or circumstances while viewing, influence of personal knowledge and experiences, focusing on different stylistic features).

***Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Use a variety of criteria to evaluate and form viewpoints of visual media (e.g., evaluates the effectiveness of informational media, such as Web sites, documentaries, news programs, and recognizes a range of viewpoints and arguments).
2. Establish criteria for selecting or avoiding specific programs.
3. Assess how language medium and presentation contribute to the message.

***Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.**

1. Produce visual images, messages, and meanings that communicate with others.
2. Use media forms to create a visual message that will compare and contrast ideas and points of view.

Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index, then click “s” to go to student assessment, then click on “Student Tests & Materials” then scroll down to “alignment blueprints.”

MATHEMATICS
OAC 210:15-3-46.1

MATHEMATICS PROCESS STANDARDS Grades 6 - 8

The National Council of Teachers of Mathematics (NCTM) has identified five process standards: Problem Solving, Reasoning and Proof, Communication, Connections, and Representation. Active involvement by students using these processes is likely to broaden mathematical understandings and lead to increasingly sophisticated abilities required to meet mathematical challenges in meaningful ways.

Process Standard 1: Problem Solving

1. Develop and test strategies to solve practical, everyday problems which may have single or multiple answers.
2. Use technology to generate and analyze data to solve problems.
3. Formulate problems from situations within and outside of mathematics and generalize solutions and strategies to new problem situations.
4. Evaluate results to determine their reasonableness.
5. Apply a variety of strategies (e.g., restate the problem, look for a pattern, diagrams, solve a simpler problem, work backwards, trial and error) to solve problems, with emphasis on multistep and non-routine problems.
6. Use oral, written, concrete, pictorial, graphical, and/or algebraic methods to model mathematical situations.

Process Standard 2: Communication

1. Discuss, interpret, translate (from one to another) and evaluate mathematical ideas (e.g., oral, written, pictorial, concrete, graphical, algebraic).
2. Reflect on and justify reasoning in mathematical problem solving (e.g., convince, demonstrate, formulate).
3. Select and use appropriate terminology when discussing mathematical concepts and ideas.

Process Standard 3: Reasoning

1. Identify and extend patterns and use experiences and observations to make suppositions.
2. Use counter examples to disprove suppositions (e.g., all squares are rectangles, but are all rectangles squares?).
3. Develop and evaluate mathematical arguments (e.g., agree or disagree with the reasoning of other classmates and explain why).
4. Select and use various types of reasoning (e.g., recursive [loops], inductive [specific to general], deductive [general to specific], spatial, and proportional).

Process Standard 4: Connections

1. Apply mathematical strategies to solve problems that arise from other disciplines and the real world.
2. Connect one area or idea of mathematics to another (e.g., relates equivalent number representations to each other, relate experiences with geometric shapes to understanding ratio and proportion).

Process Standard 5: Representation

1. Use a variety of representations to organize and record data (e.g., use concrete, pictorial, and symbolic representations).
2. Use representations to promote the communication of mathematical ideas (e.g., number lines, rectangular coordinate systems, scales to illustrate the balance of equations).
3. Develop a variety of mathematical representations that can be used flexibly and appropriately (e.g., base-10 blocks to represent fractions and decimals, appropriate graphs to represent data).
4. Use a variety of representations to model and solve physical, social, and mathematical problems (e.g., geometric objects, pictures, charts, tables, graphs).

MATHEMATICS CONTENT STANDARDS
OAC 210:15-3-49

The following concepts and skills should be mastered by all students upon completion of eighth grade.

The **Major Concepts** should be taught in depth using a variety of methods, applications, and connections to other concepts when possible so that all students have accessibility to and an understanding of these concepts.

MAJOR CONCEPTS

- Analyze and represent linear functions as equations, tables, graphs, and verbal expressions.
- Develop an understanding of surface area and volume of three-dimensional shapes and use formulas to find the surface area and volume.
- Analyze and summarize data sets in various formats.

Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will graph and solve linear equations and inequalities in problem solving situations.

1. Equations

- a. Model, write, and solve multi-step linear equations with one variable using a variety of methods to solve application problems.
- b. Graph and interpret the solution to one- and two-step linear equations on a number line with one variable and on a coordinate plane with two variables.
- c. Predict the effect on the graph of a linear equation when the slope or y-intercept changes (e.g., make predictions from graphs, identify the slope or y-intercept in the equation $y = mx + b$ and relate to a graph).
- d. Apply appropriate formulas to solve problems (e.g., $d=rt$, $I=prt$).

2. Inequalities: Model, write, solve, and graph one- and two-step linear inequalities with one variable.

Standard 2: Number Sense and Operation – The student will use numbers and number relationships to solve a variety of problems.

1. Number Sense: Represent and interpret large numbers and numbers less than one in exponential and scientific notation.
2. Number Operations
 - a. Use the rules of exponents, including integer exponents, to solve problems (e.g., $72 \cdot 73 = 75$, $3 \cdot 10 \cdot 38 = 3 \cdot 2$).
 - b. Solve problems using scientific notation.
 - c. Simplify numerical expressions with rational numbers, exponents, and parentheses using order of operations.

Standard 3: Geometry - The student will use geometric properties to solve problems in a variety of contexts.

1. Construct models, sketch (from different perspectives), and classify solid figures such as rectangular solids, prisms, cones, cylinders, pyramids, and combined forms.
2. Develop the Pythagorean Theorem and apply the formula to find the length of line segments, the shortest distance between two points on a graph, and the length of an unknown side of a right triangle.

Standard 4: Measurement - The student will use measurement to solve problems in a variety of contexts.

1. Develop and apply formulas to find the surface area and volume of rectangular prisms, triangular prisms, and cylinders (in terms of pi).
2. Apply knowledge of ratio and proportion to solve relationships between similar geometric figures.
3. Find the area of a “region of a region” for simple composite figures and the area of cross sections of regular geometric solids (e.g., area of a rectangular picture frame).

Standard 5: Data Analysis - The student will use data analysis, probability, and statistics to interpret data in a variety of contexts.

1. Data Analysis: Select, analyze and apply data displays in appropriate formats to draw conclusions and solve problems.

- *2. Probability: Determine how samples are chosen (random, limited, biased) to draw and support conclusions about generalizing a sample to a population (e.g., is the average height of a men's college basketball team a good representative sample for height predictions?).
3. Central Tendency: Find the measures of central tendency (mean, median, mode, and range) of a set of data and understand why a specific measure provides the most useful information in a given context.

SCIENCE

OAC 210:15-3-78

Standards for Inquiry, Physical, Life, and Earth/Space Science

The *Priority Academic Student Skills (PASS)* should be taught by investigating content, concepts, and principles of major themes in Physical, Life, and Earth/Space Sciences.

SCIENCE PROCESSES AND INQUIRY

Process Standard 1: Observe and Measure - Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

1. Identify qualitative and/or quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.
2. Use appropriate tools (e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches, computers, hand held data collection devices) to measure objects, organisms, and/or events.
3. Use appropriate International System of Units (SI) (i.e., grams, meters, liters, degrees Celsius, and seconds); and SI prefixes (i.e. milli-, centi-, and kilo-) when measuring objects, organisms and/or events.

Process Standard 2: Classify - Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

1. Using observable properties, place an object, organism, and/or event into a classification system (e.g., dichotomous keys, periodic table, biological hierarchy).
2. Identify properties by which a set of objects, organisms, or events could be ordered.

Process Standard 3: Experimental design - Understanding experimental designs requires that students recognize the components of a valid experiment. The student will accomplish these objectives to meet this process standard.

*1. Ask questions about the world and design investigations that lead to scientific inquiry. Identify testable questions based on prior knowledge, background research, or observations.



2. Evaluate the design of a scientific investigation.
3. Identify variables and/or controls in an experimental setup: independent variable and dependent variable.
- *4. Identify a testable hypothesis for an experiment.
- *5. Follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
6. Recognize potential hazards and practice safety procedures in all science activities.

Process Standard 4: Interpret and Communicate - Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.

- *1. Report and record both quantitative/qualitative data in an appropriate method when given an experimental procedure or data. 📖
- 2. Interpret data tables, line, bar, trend, and/or circle graphs. 📖
- 3. Evaluate data to develop reasonable explanation, and/or predictions. 📖
- *4. Determine if results of investigations support or do not support hypotheses. 📖
- *5. Communicate scientific processes, procedures, and conclusions (e.g., model, poster, diagram, journal entry, lab report, scientific paper, oral presentation, and digital presentation). 📖

Process Standard 5: Inquiry - Inquiry can be defined as the skills necessary to carry out the process of scientific thinking. In order for inquiry to occur students must have the opportunity to make observations, pose questions, formulate testable hypotheses, carry out experiments, and make conclusions based on evidence. The student will accomplish these objectives to meet this process standard.

- *1. Ask questions that can be answered through scientific investigation.
- *2. Design and conduct experiments utilizing scientific processes.
- *3. Use the engineering design process to address a problem or need (e.g., identify a need, conduct background research, prepare preliminary designs, build and test a prototype, test and revise design, communicate results). 📖
- *4. Understand the value of, and use technology to gather data and analyze results of investigations (e.g., probes, hand-held digital devices, digital cameras, software, computers, calculators, digital balances, GPS).
- *5. Develop a logical relationship between evidence and explanation to form and communicate a valid conclusion, and suggest alternative explanation.

PHYSICAL SCIENCE

Standard 1: Properties and Chemical Changes in Matter - Physical characteristics of objects can be described using shape, size, and mass. The materials from which objects are made can be described using color, texture, and hardness. These properties can be used to distinguish and separate one substance from another. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Substances react chemically with other substances to form new substances with different characteristics (e.g., oxidation, combustion, acid/base reactions).
2. Matter has physical properties that can be measured (i.e., mass, volume, temperature, color, texture, density, and hardness) and chemical properties. In chemical reactions and physical changes, matter is conserved (e.g., compare and contrast physical and chemical changes).

Standard 2: Motions and Forces - The motion of an object can be described by its position, direction of motion, and speed as prescribed by Newton's Laws of Motion. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. The motion of an object can be measured. The position of an object, its speed and direction can be represented on a graph.
2. An object that is not being subjected to a net force will continue to move at a constant velocity (i.e., inertia, balanced and unbalanced forces).

LIFE SCIENCE

Standard 3: Diversity and Adaptations of Organisms - Millions of species of animals, plants, and microorganisms are alive today. Although different species might look dissimilar, the unity among organisms becomes apparent from an analysis of internal and external structures. Adaptation involves the selection of naturally occurring variations in populations. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. By classifying organisms, biologists consider details of internal and external structure to infer the degree of relatedness among organisms (i.e., kingdom, phylum, class, order, family, genus, species).
2. Organisms have a great variety of internal and external structures that enable them to survive in a specific habitat (e.g., echolocation, seed dispersal).

EARTH/SPACE SCIENCE

Standard 4: Structures and Forces of the Earth and Solar System - The earth is mostly rock, three-fourths of its surface is covered by a relatively thin layer of water, and the entire planet is surrounded by a relatively thin blanket of air, and is able to support life. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Landforms result from constructive forces such as crustal deformation, volcanic eruption, and deposition of sediment and destructive forces such as weathering and erosion.
2. The formation, weathering, sedimentation, and reformation of rock constitute a continuing “rock cycle” in which the total amount of material stays the same as its form changes.
3. Atmospheric and ocean circulation patterns affect weather on a global scale (e.g., El Niño, La Niña, Gulf Stream).

Standard 5: Earth's History - The Earth's history involves periodic changes in the structures of the earth over time. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Earth's history has been punctuated by occasional catastrophic events, such as the impact of asteroids or comets, enormous volcanic eruptions, periods of continental glaciation, and the rise and fall of sea level.
2. Fossils provide important evidence of how life and environmental conditions have changed (e.g., Law of Superposition, index fossil, geologic time period, extinction).

**SOCIAL STUDIES
OAC 210:15-3-98**

UNITED STATES HISTORY

1760-1877

The focus of the course in United States History for Grade 8 is the American Revolution through the Civil War and Reconstruction era (1760-1877). However, for the Grade 8 criterion-referenced test over “History, Constitution and Government of the United States,” the time frame is 1760-1860, or from approximately George III’s succession to the British throne to the election of Abraham Lincoln as president.

The student will describe and analyze the major causes, key events, and important personalities of the American Revolution. He or she will examine in greater depth the factors, events, documents, significant individuals, and political ideas that led to the formation of the United States of America. These will be pursued through a chronological study of the early national period, westward expansion, and the Civil War and Reconstruction eras. Citizenship skills will focus upon the development and understanding of constitutional government in the United States. The student will continue to gain, develop, and put to use a variety of social studies skills.

Standard 1: The student will develop and practice process skills in social studies.

- *1. Develop and apply cause and effect reasoning and chronological thinking to past, present, and potential future situations.
2. Identify, analyze, and interpret primary and secondary sources, such as artifacts, diaries, letters, photographs, art, documents, newspapers, and contemporary media (e.g., television, motion pictures, and computer-based technologies) that reflect events and life in United States history.

3. Construct various timelines of United States, highlighting landmark dates, technological changes, major political, economic and military events, and major historical figures. 
4. Locate on a United States map major physical features, bodies of water, exploration and trade routes, and the states that entered the Union up to 1877. 
5. Interpret economic and political issues as expressed in maps, tables, diagrams, charts, political cartoons, and economic graphs. 
6. Make distinctions among propaganda, fact and opinion; evaluate cause and effect relationships; and draw conclusions. 
7. Interpret patriotic slogans and excerpts from notable quotations, speeches and documents (e.g., "Give me liberty or give me death," "Don't Tread On Me," "One if by land and two if by sea," "The shot heard 'round the world," "E Pluribus Unum," the Declaration of Independence, the Preamble to the Constitution, "Fifty-four forty or Fight," and the Gettysburg Address). 

***Standard 2: The student will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.**

- *1. Read, write, and present a variety of products, such as tables, charts, graphs, maps, reports, letters, computer presentations, checklists, resumes, brochures, pamphlets, and summaries.
- *2. Write on, speak about, and dramatize different historical perspectives of individuals and groups (e.g., settlers, slaves, indentured servants, and slave holders; Patriots and Loyalists; Federalists and Anti-Federalists; political parties; rural and urban dwellers; and peoples of different cultural, economic, and ethnic backgrounds). 
- *3. Write on, speak about, and dramatize different evaluations of the causes and effects of major events (e.g., the American Revolution, the Constitutional Convention, the Industrial Revolution, westward expansion, the Civil War, and Reconstruction). 

- *4. Examine the development and emergence of a unique American culture (e.g., art, music, and literature). 

Standard 3: The student will examine and explain the causes of the American Revolution and the ideas and interests involved in forging the revolutionary movement.

1. Explain the political and economic consequences of the French and Indian War in both Europe and North America, and the overhaul of English imperial policy following the Treaty of Paris of 1763 and the Proclamation of 1763.
2. Compare and contrast the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of the empire, including the Sugar, Stamp, and Declaratory Acts.
3. Reconstruct the chronology and recognize the significance of the critical events leading to armed conflict between the colonies and England.
 - a. Colonial opposition to and protests against “taxation without representation” (e.g., the Sons of Liberty and boycotts of British goods).
 - b. The Quartering Act and the Townshend Acts.
 - c. The Boston Massacre.
 - d. The Boston Tea Party and the "Intolerable Acts."
 - e. The First Continental Congress.
- *4. Analyze political, ideological, religious, and economic origins of the Revolution.
5. Examine the arguments between Patriots and Loyalists about independence and draw conclusions about how the decision to declare independence was reached at the Second Continental Congress.

Standard 4: The student will evaluate and describe the factors which affected the course of the American Revolution and contributed to the American victory.

1. Analyze the ideological war between Great Britain and her North American colonies as expressed in the Declaration of Independence.
 - a. Explain the major ideas expressed in the Declaration of Independence and their intellectual origins.
 - b. Describe how key principles of the Declaration of Independence grew in importance to become unifying ideas of democracy in the United States.
2. Explain the significance of the political, economic, geographic and social advantages and disadvantages of each side.
3. Compare and contrast different roles and perspectives on the war (e.g., men and women, white colonists of different social classes, free and enslaved African Americans, and Native Americans).
4. Identify and chronologically detail significant developments, battles and events, including Lexington and Concord, the publication of *Common Sense*, Saratoga, the French Alliance, the Valley Forge encampment, Yorktown, and the Treaty of Paris of 1783, and explain how the colonists won the war against superior British resources.
5. Trace the formation of a national government of the United States by the Second Continental Congress in the Articles of Confederation.
6. Recognize the significance of key individuals, including King George III, Lord North, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Lord Cornwallis, Thomas Jefferson, Patrick Henry, and Thomas Paine. 

Standard 5: The student will examine the significance of and describe the institutions and practices of government created during the American Revolution and how they were revised between 1787 and 1815 to create the United States Constitution and the Bill of Rights.

1. Evaluate the provisions of the Articles of Confederation, its provisions, strengths and weaknesses, and the various state constitutions.

2. Explain the dispute over the western lands and how it was resolved through the Northwest Ordinance, and describe the economic issues arising out of the Revolution and Shays' Rebellion.
3. Recognize and analyze the significance of the Constitutional Convention, its major debates and compromises, and key individuals (e.g., George Washington, James Madison, and George Mason); the struggle for ratification of the Constitution as embodied in the *Federalist Papers* and Anti-Federalist arguments; and the addition of the Bill of Rights to the Constitution.
4. Identify and explain the fundamental principles of the Constitution, including popular sovereignty, consent of the governed, separation of powers, checks and balances, and federalism.
5. Interpret and give examples of the rights, responsibilities, liberties, and protections all individuals possess under the Constitution and the Bill of Rights, including the freedoms of religion, speech, press, assembly and petition, and the rights to due process and trial by jury.
- *6. Examine the major domestic and foreign affairs issues facing the first three presidents and Congress, the development of political parties, and the significance of the presidential election of 1800.
- *7. Describe Alexander Hamilton's economic plan for the United States (e.g., the national bank, redemption of bonds, and protective tariffs).
8. Appraise how Chief Justice John Marshall's precedent-setting decisions in *Marbury v. Madison* and *McCulloch v. Maryland* interpreted the Constitution and established the Supreme Court as an independent and equal branch of the federal government.
9. Describe United States foreign relations and conflicts, territorial disputes, the War of 1812, and the significance of the Monroe Doctrine, the Louisiana Purchase and the acquisition of Florida in the Adams-Onís Treaty.

Standard 6: The student will examine and describe the economy of the United States from 1801 to 1877.

- *1. Describe the economic growth and changes in the United States in science, technology, energy, manufacturing, entrepreneurship, and transportation, including geographic factors in the location and development of United States industries and centers of urbanization (e.g., Industrial Revolution, the early labor movement, and famous entrepreneurs of the time).
2. Evaluate the impact in the Northern states of the concentration of industry, manufacturing, and shipping; the development of the railroad system; and the effects of immigration and the immigrant experience.
3. Evaluate the impact in the Southern states of the dependence on cotton, the plantation system and rigid social classes, and the relative absence of enterprises engaged in manufacturing and finance.
4. Assess the economic, political and social aspects of slavery, the variety of slave experiences, African American resistance to slavery, and the rise of sharecropping and tenant farming.

Standard 7: The student will examine the significance of the Jacksonian era.

- *1. Trace the development of Jacksonian Democracy and explain why the election of Andrew Jackson was considered a victory for the "common man."
- *2. Analyze Jackson's attack on the Second Bank of the United States and the subsequent business cycle of inflation and depression in the 1830s.
3. Describe and explain the Nullification Crisis and the development of the states' rights debates.
4. Compare and contrast the policies toward Native Americans pursued by presidential administrations through the Jacksonian era, and evaluate the impact on Native Americans of white expansion, including the resistance and removal of the Five Tribes (i.e., Choctaw, Chickasaw, Creek, Seminole, and Cherokee).

Standard 8: The student will research and interpret evidence of how Americans endeavored to reform society and create a distinct culture from 1801 to 1877.

- *1. Analyze changing ideas about race and assess pro-slavery and anti-slavery ideologies in the North and South. 
2. Explain the fundamental beliefs of abolitionism and the operation of the Underground Railroad. 
- *3. Assess the importance of the Second Great Awakening and the ideas and beliefs of its principal leaders. 
4. Identify major utopian experiments (e.g., New Harmony, Indiana, and Oneida, New York) and describe the reasons for their formation. 
- *5. Examine changing gender roles and the ideas and activities of women reformers. 
6. Identify and explain the significance of the activities of early reform leaders of different racial, economic and social groups in education, abolition, temperance, and women's suffrage. 

Standard 9: The student will evaluate and explain the westward expansion of the United States from 1801 to 1877.

1. Examine and discuss Manifest Destiny as a motivation and justification for westward expansion, the lure of the West, and the reality of life on the frontier.
2. Delineate and locate territorial acquisitions (e.g., Texas Annexation, Mexican Cession, and Gadsden Purchase), explorations, events, and settlement of the American West using a variety of resources.
3. Describe the causes and effects of the Louisiana Purchase and the explorations of Lewis and Clark.
- *4. Analyze the causes of Texas independence and the Mexican-American War, and evaluate the provisions and consequences of the Treaty of Guadalupe Hidalgo.

5. Assess the factors that led to increased immigration (e.g., the Irish potato famine, railroad construction, and employment opportunities) and how ethnic and cultural conflict was intensified.
6. Compare and contrast the causes and character of the rapid settlement of Oregon and California in the late 1840s and 1850s.
- *7. Examine the religious origins and persecution of the Mormons; explain the motives for their trek westward, and evaluate their contributions to the settlement of the West.
8. Describe the importance of trade on the frontiers and assess the impact of westward expansion on Native American peoples, including their displacement and removal and the Indian Wars of 1850s-1870s.
- *9. Evaluate the impact of the Homestead Act of 1862 and the resulting movement westward to “free land”.

Standard 10: The student will examine and describe how the North and South differed and how politics and ideologies led to the Civil War.

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

***Standard 11: The student will describe the course and character of the Civil War and Reconstruction eras and their effects on the American people, 1861 – 1877.**

- *1. Compare the economic resources of the Union and the Confederacy at the beginning of the Civil War and assess the tactical advantages of each side.
- *2. Identify the turning points of the war (e.g., major battles and the Emancipation Proclamation) and evaluate how political, economic, military, and diplomatic leadership affected the outcome of the conflict.
- *3. Compare and contrast the motives for fighting and the daily life experiences of Confederate soldiers with those of Union soldiers, both white and African American.
- *4. Compare homefront and battlefield roles of women in the Union and the Confederacy.
- *5. Examine the various plans for Reconstruction, the programs to transform social relations in the South, and the successes and failures of Reconstruction in the South, North, and West (e.g., the role of carpetbaggers and scalawags, the passage of Black Codes, the accomplishments of the Freedmen’s Bureau, and the rise of the Ku Klux Klan).
- *6. Explain the provisions of the 13th, 14th and 15th Amendments and the political forces supporting and opposing each.
- *7. Analyze the escalating conflict between the president and Congress, and explain the reasons for and consequences of Andrew Johnson’s impeachment and trial.
- *8. Analyze how and why the Compromise of 1877 effectively ended Reconstruction

Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index in the upper right-hand corner, then click “S” to go to “Student Assessment,” then click on “State Accountability,” and scroll down to “Blueprints.”

NOTE: Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

THE ARTS
OAC 210:15-3-122

VISUAL ART

Standard 1: Language of Visual Art - The student will identify visual art terms (e.g., architecture, collage, medium, perspective, symbol).

1. Identify and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial), contrast, movement, variety, center of interest (emphasis), and repetition in personal artwork, and the artworks of others.
2. Identify and apply the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, one-, two-, and three-point perspective, overlap, negative, positive, size, color) in personal artwork, and the artworks of others.
3. Compare works which are similar or different in expressive quality, composition, and style. 📖
4. Discuss works of art of different media and styles beyond statements of mere preference. 📖

Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from an historical and cultural perspective.

1. Recognize and describe the cultural and ethnic traditions which have influenced visual art including European, American, Native American, African American, Hispanic, and Asian traditions. 📖

2. Explain the purpose of visual art and artists in history and culture. 📖

3. Identify how visual art is used by artists in today's world, including the popular media of advertising, television, and film (e.g., illustrator, fashion designer, sculptor, display designer, painter, graphic designer, animator, photographer). 📖

4. Identify the relationship that exists between visual art and other art forms such as music, dance, and drama.

Standard 3: Visual Art Expression - The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

1. Use observation, memory and imagination in making original works of art.
2. Assess and modify art work in progress based on an understanding of art materials and techniques.
3. Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
4. Depict three-dimensional qualities by overlapping planes, vertical position, size and color intensity, in original art work.
5. Develop and apply skills and techniques using a variety of art media, and processes in making two- and three-dimensional works of art. Ceramics: media: clay, modeling clay, clay substitutes, glazes, paint, stains. processes: pinch and pulled forms, slab, coil, incising etc. Drawing media: pencils, colored pencils, markers, chinks, crayons, oil-pastels. processes: sketching, contour line, hatching, crosshatching, stippling, rendering, shading. Fiber Arts media: cloth, yarn, ribbon, found objects, paper, and rope. processes: weaving, stitchery, braiding, and basketry. Mixed Media media: tissue paper, photos, found objects, foil, fiber, paint, paper, magazines. processes: collage, bas-relief. Painting: media: tempera, watercolor, oil, and acrylic. processes: wet-on-wet, wet-on-dry, wash, resist, sponge. Printmaking media: printing ink, styrofoam, stencil, found objects. processes: relief, silkscreen. Sculpture or media: paper, papier-mâché, clay, plaster,

cardboard, wood, Architecture found objects, beads, sand, wire. processes: carving, constructing, and assembling.

Standard 4: Visual Art Appreciation - The student will appreciate visual art as a vehicle of human expression.

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.
2. Demonstrate respect for personal artwork and the artwork of others. 3. Demonstrate thoughtfulness and care in completion of artworks.

GENERAL MUSIC

Standard 1: Language of Music - The student will read, notate and interpret music.

1. Define and use correct terminology to identify and discuss the elements of music including:
 - a. Melody (steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five-tone scale], intervals, major and minor scales).
 - b. Rhythm (steady beat, back beat, syncopation, triplets, dotted rhythms, 2/2 meter).
 - c. Harmony (partner songs, rounds, descants, countermelody, major and minor chords, polyphony, harmony in thirds and sixths).
 - d. Form (Unity and Variety, AB, ABA, round, rondo, theme and variations, march, introduction, coda, interlude, verse and refrain, prelude).
 - e. Tone color (opera, musical theater, duet, trio, quartet, chorus, voice ranges and instrument ranges, a capella and electronic tone color).
 - f. Pitch (range and register, change pitch with compositional devices such as imitation, inversion and transposition).
 - g. Tempo - allegro (fast), lento (slow), andante (walking), moderato (moderate).
 - h. Dynamics - forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft), crescendo and decrescendo).

2. Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures; (2/4, 3/4, 4/4, and 6/8); note values (whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).
3. Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and melodic and rhythmic phrasing for expressive purpose in performing music.
4. Identify visually and aurally:
 - a. Instrumental ensembles (marching band, orchestra, jazz band).
 - b. Families of orchestral instruments (strings, woodwinds, brass, and percussion).
 - c. Classification of voice ranges (soprano, alto, tenor, bass).
5. Notate (written representation of music) short melodies presented aurally (listening).

Standard 2: Music History and Culture - The student will recognize the development of music from an historical and cultural perspective.

1. Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
2. Recognize, describe and listen to music from a variety of:
 - a. Styles (jazz, mariachi band, opera, musical, call-response);
 - b. Periods (Baroque, Classical, Romantic, Impressionism and Contemporary);
 - c. Cultures including European, Native American, African American, Hispanic, and Asian.
3. Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (patriotic, orchestral, band and folk). (📖)
4. Identify and describe the roles of musicians in various music settings and cultures.

Standard 3: Music Expression - The student will perform, compose, improvise and arrange a variety of music within specified guidelines.

1. Perform basic tonal patterns and rhythm patterns on classroom instruments (autoharp, recorder, percussion instruments, and guitar).
2. Demonstrate the ability to read music from basic notation (written representation of music).

3. Use a variety of sound sources, including electronic and computer.
4. Respond physically or using classroom instruments to basic rhythm patterns.
5. Perform in solo or group ensembles through singing and playing instruments.
6. Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements.
7. Use a system for counting beat and rhythm patterns (rhythm syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.
8. Identify uses of music in everyday life (film, television, background music, and commercials).
9. Recognize and identify the appropriate ways to use the following elements of musical style:
 - a. Dynamics - (piano, forte).
 - b. Tempo - (Allegro, Lento, Andante, Moderato).
 - c. Conducting patterns of simple meters (2/4, 3/4, 4/4, 6/8).
 - d. Articulation (staccato, legato, accent).

Standard 4: Music Appreciation - The student will learn to appreciate music and extend their listening beyond music currently familiar to the student.

1. Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
2. Demonstrate respect for music performed by the student and by other student and professional performers.
3. Use appropriate terms to explain preferences for musical works and styles.
4. Identify criteria for evaluating a musical composition or a musical performance.

between the classroom teacher and the library media specialist.

WORLD LANGUAGES
OAC 210:15-3-135

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

Grade 8 is the fifth year of a required sequential language program in Oklahoma schools through which all students begin to develop skill in a language other than English.

At the end of the Grade 4-8 program sequence, students should demonstrate skill at the novice level. They will be able to understand and produce memorized phrases, but they will be limited to familiar topics practiced in the classroom. Much more study will be needed to gain fluency. Students who began study at an earlier level or who have been in an immersion setting will demonstrate higher levels of skill if that study is uninterrupted.

As stated in the profession's national goals, *communication* is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through reading of literature. Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

Learning languages provides *connections* to additional bodies of knowledge that are unavailable to monolingual English speakers. Through *comparisons* and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways. As is apparent, none of these goals can be separated from the other (National Standards in Foreign Language Education Project,

2006, p. 31). Please note that *Priority Academic Student Skills (PASS)* are organized around these five goals: **communication, culture, connections, comparisons, and communities.**

Novice Level Range

Grades 4-12

Goal 1: Communication

Communicate in Languages Other Than English

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

- *the self: family, friends, home, rooms, health, school, schedules, leisure activities, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals*
- *beyond self: geography, directions, buildings and monuments, weather and seasons, cultural and historical figures, places and events, calendar, time, food and customs, transportation, travel, professions, and work*

Novice Level learners are typically in Levels I-II (see descriptions in the Overview).

Standard 1.1: Interpretive Communication - Listening/Reading/Viewing Students will understand and interpret written and spoken language on a variety of topics.

Progress Indicators: What will Novice Level learners be able to do in the target language?

By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

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

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

Performance Guidelines: What characterizes Novice Level learners' performance in listening, reading and viewing?

Learners in the Novice Level Range:

- A. Understand short, simple conversations and narratives (live or recorded), within highly predictable and familiar contexts.

- B. Recognize highly predictable key words and phrases and familiar structures by using contextual clues with strong visual support.
- C. Rely on personal background experience to assist in comprehension.
- D. Rely on repetition for understanding.
- E. Determine meaning by recognition of cognates, prefixes, suffixes, and thematic vocabulary.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

Interpretive Tasks

- Recognize key words on store fronts and identify the type of store or services provided (e.g., book store, bakery, video store).
- Read and understand simple official forms (e.g., hotel registration, passport and visa applications).
- Listen to your teacher tell you to place certain items in different parts of the classroom, and respond accordingly.
- Listen to a patient explaining his/her symptoms of illness, including mention of various body parts, to a doctor and take simple notes listing what problems the patient is having.
- Read advertisements from authentic magazines and list all of the cognates found in the ads.
- Listen to authentic songs and write the main ideas expressed.
- Listen to a conversation of two native speakers. Answer simple comprehension questions in English.
- Listen to a simple story several times. Then draw what happened in the story.

Standard 1.2: Interpersonal Communication - Speaking/Writing Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.

By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

When speaking and/or writing in person-to-person communication, learners in the Novice Level Range will:

1. Initiate greetings, introductions, and leave-taking.
2. Ask and answer basic questions based on self and familiar material such as family members, personal belongings, school and leisure activities, location of people and objects, time, and weather.
3. Express personal needs, preferences, and feelings.
4. Initiate simple commands.

Performance Guidelines: *What characterizes Novice Level learners' performance in person-to-person speaking and writing?*

Learners in the Novice Level Range:

- A. Use memorized phrases and short sentences when communicating.
- B. Use words and phrases primarily as lexical items without awareness of grammatical structure.
- C. Comprehend and produce vocabulary that is related to everyday objects and actions on a limited number of familiar topics.
- D. Rely on visual aids, gestures and repetitions to enhance communication.
- E. Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.
- F. Communicate with pauses, false starts, some recourse to their native language and make frequent errors when taking risks with the language.
- G. Are understood primarily by those very accustomed to interacting with language learners.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

Interpersonal Tasks

- Make five statements about yourself to a partner who must then agree or disagree with your self-perception.
- Rank sports by preference and using highly practiced language, tell a friend why you like or dislike certain sports, and ask him/her what sports he/she likes.
- Ask/Answer questions with a partner about the age and names of family members.
- Write an e-mail to a friend listing the items in your school backpack, and then ask what is in his/her backpack.
- Ask/answer questions with a friend about what you want to do this weekend, and at what time you want to do this.
- Introduce friends and family members to others.

Standard 1.3: Presentational Communication - Speaking/Writing

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

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

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

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

Performance Guidelines: *What characterizes Novice Level learners' performance in spoken and written presentations?*

Novice Level learners will:

- A. Use memorized, short phrases and sentences in oral and written presentations based on familiar material.
- B. Demonstrate some accuracy in pronunciation and intonation when presenting well-rehearsed material on familiar topics.
- C. Rely heavily on repetition, gestures, facial expressions and visual aids to communicate their message orally.
- D. Reproduce familiar material in written presentations.
- E. Communicate with pauses, false starts, some recourse to their native language, and make frequent errors when taking risks with the language and attempting to produce language beyond the memorized.
- F. Are understood primarily by those very accustomed to interacting with language learners.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

Presentational Tasks

- Give short, simple directions to a person about how to get to the grocery store from your school parking lot.
- Write a thank-you postcard to your grandmother/aunt/brother for a birthday gift that you received.
- Prepare short messages in video or audio formats to be sent to your peers in the target culture on the things that you like to do.
- Design a poster for a nutrition class showing foods that should and should not be eaten. Present it to the class in the target language.
- Use a highly practiced vocabulary and visuals; retell a children's story to the class or group.

Goal 2: Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Practices of Culture

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

Progress Indicators: *What are Novice Level learners able to do in the target language?*

Learners in the Novice Level Range will:

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

Performance Guidelines: *What characterizes the Novice Level learners' performance in communicating about cultural practices in the target language?*

Learners at the Novice Level:

- A. Imitate the use of culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors modeled by the teacher.
- B. Use memorized phrases and short sentences when communicating in spoken or written formats.
- C. Rely on visual aids, gestures, and repetition to enhance comprehensibility.
- D. Comprehend written and spoken language better when content has been previously presented in an oral and/or visual context.
- E. Understand a story line or event in written or oral contexts that reflect a cultural background similar to their own.

- F. Use the student's native language only when the investigation of cultural perspectives extends beyond the novice proficiency range.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Collaborate in creating a class book with illustrations and written descriptions of various aspects of daily life in the target cultures.
- Write your key-pal with lists of personal interests (the contents of your backpack, the programs you watch on TV, or a list of your school holidays) and ask your key-pal to respond with lists of personal interests.
- Identify and illustrate or perform a traditional custom or celebration.
- Initiate and respond to formal and informal telephone calls.

Standard 2.2: Products of Culture Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.

Progress Indicators: *What are Novice Level learners able to do in the target language?*

1. Identify objects, images and symbols, such as flags, currency, food, dress, and toys, that are commonly used in the target culture. 📖
2. Identify some major contributions and historical figures from the target culture, including contributions in science, mathematics, government, and fine arts. 📖
3. Identify some historical and contemporary influences from the target culture that are significant in the U.S. culture, such as explorers and settlers, music and sports. 📖
4. Identify countries, regions, and geographic features where the target language is spoken. 📖
5. Extract samples of the culture's perspectives from popular media in the target culture. 📖

Performance Guidelines: *What characterizes the Novice Level learners' performance in communicating about cultural products in the target language?*

Learners at the Novice Level Range will:

- A. Use memorized phrases and short sentences when communicating in spoken or written formats about cultural products.
- B. Rely on visual aids, gestures, and repetition to enhance comprehensibility about cultural products.
- C. Comprehend written and spoken language about cultural products better when content has been previously presented in an oral and/or visual context.
- D. Understand a story line or event in written or oral contexts that reflects a cultural background similar to their own.
- E. Use the student's native language only when the investigation of cultural perspectives extends beyond the novice proficiency range.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Recite a poem/sing a song of the target language.
- Demonstrate understanding of a story, folk tale, or legend by answering questions or retelling the story with or without visuals.
- Listen to the teacher's description of the physical attributes and/or contributions of a famous person of the target culture and identify who it is.

Goal 3: Connections
Connect with Other Disciplines and Acquire Information

Standard 3.1: Interdisciplinary Studies

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

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

1. Identify and/or use selected information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, and English) in the target language classroom.

2. Using authentic target language resources, (such as the Internet, books, magazines), identify and/or use selected information to reinforce or expand learning in other content-area classrooms (such as the arts, health, social studies, sciences, mathematics, English).

Performance Guidelines: *What characterizes the performance of Novice Level learners?*

Learners in the Novice Level Range will:

- A. Use memorized phrases and short sentences when communicating about selected content areas.
- B. Rely on visual aids, gestures and repetitions to enhance communication about other content areas.
- C. Understand short, simple conversations and narratives about other content areas (live or recorded), within highly predictable and familiar contexts.
- D. Recognize highly predictable key words and phrases and familiar structures by using contextual clues with strong visual support.
- E. Rely on personal background experience to assist in comprehension.
- F. Rely on repetition for understanding.
- G. Determine meaning by recognition of cognates, prefixes, suffixes and thematic vocabulary.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Use currency of the target culture to make change using bills and coins.
- Prepare a healthy menu using typical foods of the target culture.
- Use authentic instruments of the target culture to explore music and rhythms.
- Learn the solar system, parts of a plant, life cycle of a butterfly.

Standard 3.2: Distinctive Viewpoints

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

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

Learners in the Novice Level Range will:

1. Extract information about the target culture from selected authentic sources (such as the Internet, books, magazines). 📖
2. Use authentic target language sources to gain insight about the distinctive perspectives of the target culture. 📖

Performance Guidelines: What characterizes the performance of Novice Level learners?

Learners in the Novice Level Range will:

- A. Understand general oral and written information when enhanced by illustrations within highly predictable contexts.
- B. Increase their comprehension by looking for and recognizing key words or phrases.
- C. Rely on personal background information to help in understanding something they read or hear.
- D. Rely on memorized phrases and short sentences to describe distinctive viewpoints of the target culture.
- E. Use the student's native language only when the discussion of distinctive viewpoints extends beyond the novice proficiency range.

Classroom Examples: What types of tasks are appropriate for the Novice Level Range classroom?

- With several other students, act out familiar folktales, fables, or legends known to children of the target culture while another student reads the story aloud.
- Use the target language to describe an animal or plant that is indigenous to a particular region or country of the target culture.
- Use authentic sources to identify the current popular products of the target culture.

Goal 4: Comparisons
Develop Insight into the Nature of Language and Culture

Standard 4.1: Language Comparisons

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

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

Learners in the Novice Level Range will:

1. Recognize cognates and borrowed words and be aware of their usefulness in comprehending language.
2. Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, punctuation.
3. Identify basic grammatical structures of the language studied and compare these structures to their own language, including word order, gender, agreement.
4. Recognize identified idiomatic expressions that cannot be directly translated into their own language.

Performance Guidelines: *What characterizes Novice Level learners' performance?*

Learners in the Novice Level Range will:

- A. Rely primarily on memorized phrases or short sentences when describing language structure comparisons between cultures.
- B. Rely heavily on visuals to get ideas across to the audience.
- C. Rely on personal background information to help in understanding similarities and differences of grammatical structures between the cultures.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Create a graphic organizer to compare language structures in English and the target language.
- Discuss the variations in vocabulary in English (apartment/flat, elevator/lift) as well as the variations in vocabulary among target language countries.

- Listen as the teacher models how to express language structures (e.g., word order, number and gender agreement, question formation) in the target language and identify how it is different from English.

Standard 4.2: Culture Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

Learners in the Novice Level Range will:

1. Identify similarities and differences in verbal and nonverbal behavior between cultures.
2. Recognize cross-cultural similarities and differences in the practices of the culture studied. 📖
3. Identify cross-cultural similarities and differences in the products of the culture studied. 📖
4. Recognize cross-cultural similarities and differences in the perspectives within the target culture. 📖

Performance Guidelines: *What characterizes Novice Level learners' performance?*

Learners in the Novice Level Range:

- A. Rely primarily on memorized phrases or short sentences when describing comparisons between cultures.
- B. Rely heavily on visuals to get ideas across to the audience.
- C. Rely on personal background information to help in understanding cultural similarities and differences between the culture studied and their own. 📖

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Follow the teacher's model to practice the table manners of the target culture and compare them with the student's own culture.
- Identify the significance of signs and symbols in the target culture.

- Make a Venn diagram comparing a celebration in the U.S. with the same or equivalent celebration in the target culture.
- Compare the greetings, leave takings, and the use of personal space in the target culture and in the U.S.
- Looking at pictures of restaurant scenes in the U.S. and the target country, compare similarities and differences of the scenes.

Goal 5: Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5.1: School and Community Students will use the language both within and beyond the school setting. Progress Indicators:

What will Novice Level learners be able to do in the target language?

Learners in the Novice Level Range will:

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

Performance Guidelines: *What characterizes Novice Level learners' performance?*

Learners in the Novice Level Range will:

- A. Use memorized phrases or short sentences with very familiar topics.
- B. Write simple tasks, such as short messages or notes.
- C. Be accurate in pronunciation when presenting well-rehearsed materials.
- D. Understand general information when enhanced by visuals or gestures.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Keep an in-class log or chart of personal encounters with the target language outside of the school.
- Establish a pen-pal/key-pal correspondence with someone from the target culture.
- Locate/visit stores within the community that cater to the target culture.
- Listen to radio broadcasts and list recognizable words from the target culture.
- Teach basic expressions and level-appropriate songs and games from the target culture to children in a neighboring elementary or preschool or at home to members of the family.

Standard 5.2: Personal Enrichment

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

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

Learners in the Novice Level Range will:

1. Demonstrate a willingness to interact with native speakers.
2. Discover and explore a variety of entertainment sources representative of the target culture.
3. Identify current issues of interest within the target culture. 📖
4. Discover and explore samples of art, literature, music, representative of the target culture. 📖

Performance Guidelines: *What characterizes Novice Level learners' performance?*

Learners in the Novice Level Range will:

- A. Be understood primarily by those very accustomed to interacting with language learners.
- B. Exhibit increased comprehension when constructing meaning through recognition of key words or phrases embedded in familiar contexts.
- C. Rely heavily on visuals to enhance comprehensibility in both oral and written presentations.

- D. Use primarily memorized phrases and short sentences during highly predictable interactions on very familiar topics.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Use Web sites in the target language to make plans for a vacation in the target culture.
- Select an audio clip of favorite music in the target language and share it with other members of the class.
- Attend cultural events of the target culture within the community.
- Visit art exhibits of artists from the target culture.
- Learn a dance of the target culture and host a dance with music only from the target culture.

NOTE: Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.