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"Educating Georgia's Future"

Extended Content Standards: A Support Resource for the Georgia Alternate Assessment

English Language Arts, Mathematics,
Science, and Social Studies

Grade 8

2022-2023

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Acknowledgments

Georgia Center for Assessment

Georgia Department of Education, Assessment and Accountability

Georgia Department of Education, Curriculum and Instruction

Georgia Department of Education, Special Education Services and Support

Georgia educators with expertise in teaching students with significant cognitive disabilities

Background

Since the implementation of the Georgia Alternate Assessment (GAA), the Georgia Department of Education has provided teachers with a variety of training and support opportunities related to the state’s content standards and the instruction and assessment of students with significant cognitive disabilities. With the release of the *Extended Content Standards: A Support Resource for the Georgia Alternate Assessment*, teachers will have access to a document outlining skills aligned to the Georgia Standards of Excellence (GSE) for English Language Arts (ELA) and Mathematics for use beginning in the 2018-2019 school year.

Purpose of the Extended Content Standards Resource Guide

The purpose of this resource is to provide guidance to educators in identifying examples of student skills that align to the state’s content standards and, when appropriate, their related indicators. Alignment refers to the connection of the skill through which students will demonstrate what they know and can do, to the content standard expectations for general education students in a given grade. Students with significant disabilities are expected to receive instruction in and gain knowledge and skills as defined by the content standards. However, given their unique needs, they may need to learn these skills differently, in smaller segments, with fewer identified components, at a slower pace, and/or learn skills that would allow the student to access and eventually meet the standard. Aligned skills allow the student to show learning of concepts and constructs within a grade-level standard, even though that learning is not at the level of their general education peers.

Extending content standards is one way to illustrate aligned skills. Through such extensions, skills that align are derived (or “extended”) from the grade level standard. Each extension is an entry point that demonstrates how educators can teach standard-based skills that are both appropriate for the student with disabilities and allow the student to move toward higher levels of learning within the standard. After examining examples of similar resources developed by other states (with special thanks given to the Massachusetts Department of Elementary and Secondary Education), Georgia educators who work with students with significant disabilities worked toward developing extensions for content standards that appear on the GAA 2.0 Blueprint.

This resource is intended to be a support for educators and should be utilized in conjunction with other GAA 2.0 resources. The identification of aligned student skills will assist educators as they choose or develop tasks and materials for instruction and as a support for assessment. However, educators must continue to refine their understanding of the standards, aligned skills, adapted materials, and instructional strategies, to appropriately instruct each student and plan for their assessment. After identifying appropriate skills that align to the standard, activities encompassing the curriculum content and effective instructional strategies must be provided in order for the student to make educational progress. However, the use of this resource does not ensure any particular result or score within the GAA 2.0 assessment.

Overview of Extended Content Standards

Specific skills contained within the extended content standard utilize directional vocabulary. Directional vocabulary relates to the student's observable behavior. This behavior is measurable and will allow the teacher and others to gauge the student's learning within the standard. Each skill also contains verbiage, which focuses on the use of the directional vocabulary within the general education standard. Because of the unique strengths and needs of each student, the skills within these extended standards do not list specific materials or instructional strategies which must be utilized during instruction or assessment.

Levels are included within the Extended Content Standards to show the progression of complexity of skills aligned to the standard. The levels in which skills are listed move from Least Complex (to the far left) to Most Complex (to the far right). The Least Complex level contains skills which are typically thought of as access skills and are appropriate for students with the most significant cognitive disabilities. Skills in this level are targeted for those students who require the greatest degree of adaptation to materials, content, and activities throughout the school, community, and home environment. The Most Complex level contains skills closest to the given general education standard. All skills within a level align to the standard and can show student learning within that standard.

Each skill within one level of a standard extension is distinct, as the skill represents one concept or part of the standard. It is possible to teach an isolated skill within a level, but there are many benefits to teaching multiple skills within and across levels. Students can gain a deeper understanding of a concept when instructed on multiple skills within a level. By teaching skills across levels, students can learn concepts which will lead to an understanding closer to meeting the general education content standard.

Every attempt has been made to make the extended standards complete but not exhaustive. Additional skills, not listed within the resource guide, may align to the standard. Also, skills listed as part of a continuum may have steps between the levels which would be addressed as part of instruction.

Many standards include extensions at the Least Complex (or access) level which are appropriate for students with the most significant disabilities. However, there are standards for which extensions to the access level would alter the educational purpose or the intended learning target to the extent that the connection between the skill and content would be lost and the skill would no longer be aligned. Therefore, there are standards for which no skills are listed at the Least Complex level. This does not preclude the utilization of the same access skills in other standards given appropriate materials within aligned activities. In addition, some skills listed in the Least Complex level may be appropriate for students with the most significant disabilities when appropriate communication supports and manipulatives are provided.

Utilizing Extended Content Standards

Utilizing the Extended Content Standards Resource for Instruction

The extended content standards within this resource are appropriate for assisting educators in identifying skills to teach within *any* standard that is a part of the student's overall educational program. As part of the educational program, more than one skill within a standard/indicator may be identified as a target for instruction. Systems of prompting by the teacher, utilizing cues added to materials, and expanding the number of options for responding (e.g., number of choices given for an answer) are appropriate instructional strategies that support the learning of skills aligned to the standard.

Utilizing the Extended Content Standards Resource for Assessment

The extended content standards are an important resource for both instruction and assessment. Incorporating these extensions into daily instruction will provide opportunities for students to participate in standards-based instruction. It is also important to note that there is a strong linkage between instruction and assessment, as tasks on the GAA 2.0 are aligned to these same extensions.

Providing instruction on the extended content standards does not detract from the importance of individualized instruction, which will continue to be the hallmark of special education. In addition to individualizing instruction on the extended content standards, teachers will need to provide instruction in other skills (e.g., communication, behavioral, life) to meet student needs.

Identifying Current and Possible Future Student Skills

Students for whom these extended standards are appropriate come to the educational experience with different levels of previous experience and learning. A student may have little or no skills related to one standard, and have more skills and knowledge related to another. Likewise, each student within a class will have differences in level of current skills, materials, and supports needed to show learning, and in the rate at which new skills become a part of the student's overall functioning. Therefore, each student should be assessed on targeted standards to evaluate current skill level. Consistent formative assessment will inform next steps for continued student learning.

Implicit Understandings

The ultimate goal for instruction is for the student to become as independent as possible in their completion of the skill(s) identified as aligned to the standards. For the vast majority of students with significant cognitive disabilities, this means that adapted materials which meet the student's cognitive, physical, and sensory needs must be identified, developed, and utilized during instruction and assessment. Implicit in the skills listed for every standard and in any level is the use of adapted materials, assistive technology, and educational/assessment supports which would allow the student to actively participate within the task, gain understanding, and then show what they know and can do.

Additional Considerations

Additional Considerations for Language Extended Content Standards

The Language Extended Content Standards are related to a) the use of conventions of standard English grammar and usage when writing or speaking, b) the use of the conventions of capitalization, punctuation, and spelling when writing, and c) the understanding of specific words/phrases which leads to a better understanding of the text in which they appear. Implicit in the use of these extended content standards is the presentation of **grade-level** adapted text or texts written by the student.

Language 1 and Language 2 standards are presented as a complete standard and do not focus on specific indicators. Skills which relate to specific indicators are included at each level within the standard, as all skills work together to incorporate student skills into the speaking or writing tasks in which the student engages.

For Language Standards, students may utilize adapted communication strategies, adapted text, and/or adapted writing strategies.

Additional Considerations for Reading Foundations and Reading Extended Content Standards

The Reading Foundations and Reading standards relate to the understanding of a given text. The reading standards incorporate two types of text: informational and literature. Skills listed in the Reading Extended Content Standards identify the specific type of text to be utilized within the

skill. Implicit in the use of these extended standards is the use of **grade-level** adapted text. The adaptation of text, including the method through which students can answer questions about the text, can include the use of objects, symbols, word-symbol combinations, and high interest/low readability material.

Additional Considerations for Writing Extended Content Standards

The writing standards relate to the development of a text, incorporating ideas provided by the student, which is lasting (versus speaking, which is temporary) and can be read/utilized by others as a single product (versus numbering sentences as part of a worksheet activity). The writing standards refer to different types of writing, including opinion/argumentative, informational/explanatory, or narrative.

The Georgia Standards of Excellence writing standards in grades 3 – 8 and high school include indicators which focus on specific parts of a written piece, such as the introduction or conclusion. However, the Writing Extended Content Standards are presented as a complete standard and do not focus on specific indicators. Skills which relate to specific indicators are included at each level within the standard, as all skills work together to incorporate student work into a complete written text.

Students may produce statements/sentences/written pieces in a variety of ways, based upon their cognitive, physical, and sensory needs. Students may utilize objects, symbols, symbol/word combinations, and/or written words to express ideas. Students may also communicate a statement, verbally or through the use of an AAC device, which is then scribed and included in a piece of writing. However, the fine motor skill of copying or tracing words which were not generated by the student as part of a complete written piece is not aligned to these standards.

Additional Considerations for Speaking/Listening Extended Content Standards

The Speaking/Listening standards relate to the presentation and understanding of ideas presented verbally. Speaking/Listening Extended Content Standards are presented as a complete standard and do not focus on specific indicators. Skills which relate to specific indicators are included at each level within the standard, as all skills work together to allow student participation in discussions within the classroom and school environment. To complete these

standards, the most effective and efficient (considered the preferred) mode of communication should be utilized by the student when interacting with others. In addition, communication must be between the student and another individual or group of individuals.

Additional Considerations for Mathematics Extended Content Standards

Students with significant disabilities often require the use of "hands-on" materials in order to understand and express learning in mathematics. Unless otherwise noted, manipulatives which are appropriate for student use, related to the standard, and reflect a real-world application of the concept can and should be provided to and be utilized by the student to show skill.

Additional Considerations for Science Extended Content Standards

The Georgia Standards of Excellence for Science have shifted away from the use of the Characteristics of Science to asking the student to actively engage in Science and Engineering Practices and apply Crosscutting Concepts to deepen the understanding of Core Disciplinary Ideas. The Science Extended Content Standards for GAA assessed grades 5 and 8, and high school courses of Biology and Physical Science reflect this shift. The extensions include learning verbs focused on the involvement of the student in the Science and Engineering Practices, which reflect an understanding of the Core Disciplinary Idea contained in the standard/element. Some extensions involve the use of visual/tactile representations and models, student involvement in scientific investigations (experiments) and the student communicating ideas using their primary mode of communication.

Additional Considerations for Social Studies Extended Content Standards

The Social Studies Extended Content Standards utilize the Georgia Standards of Excellence in grades 5 and 8, and in the High School History and Economics courses. The standards and elements included in the extensions mirror those in the GAA Blueprint.

Several social studies elements relate to the role of people and events within a historical context. These elements require more than the identification of a picture of a person or place. While visual identification may be included within a learning activity, the extensions focus on the importance and role of that person or event within the time period being studied.

Understanding the Format of the Extended Content Standards

Samples of the extended content standards are presented on the next two pages. These samples are labeled to show the various parts of the extensions within the resource guide.

Every extension will include:

- Grade, Subject Area, Domain
- Standard Description
- Level
- Extended Content Standard
- Footer

Some extensions will include:

- Indicator Level
- Implementation Text
- Math-specific Definitions

Detailed information related to the Extended Content Standards is found in the Definition of Terms section following the sample.

Understanding the Format of the Extended Content Standards

	Standard Description				
Grade, Subject, Domain ➤	High School : ELA Writing (W)				
Standard Abbreviation ➤	ELAGSE11-12.W.1		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Indicator /Element Letter ➤		c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.		← Indicator / Element Description
Level ➤	Least Complex			Most Complex	← Level
Implementation Text ➤	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>				
Extended Content Standards ➤	Make a differentiated response to identify an object or a word/phrase/clause used to clarify the relationships between claim(s) and reasons.	Identify a word/phrase/clause used in a sentence to clarify the relationships between claim(s) and reasons or claim(s) and counterclaims.	Add an appropriate word/phrase/clause to clarify the relationships between claim(s) and reasons or claim(s) and counterclaims.	Develop sentences using words/phrases/clauses to clarify the relationships between claim(s) and reasons or claim(s) and counterclaims.	← Extended Content Standards
Footer ➤	Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.				
	Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.				

Definition of Terms Used within Extended Content Standards

- **Adapted** materials are those that have been altered in complexity, format, and/or presentation. An adapted material will reflect the content of the standard and will allow for ease of use and understanding by the student with cognitive, sensory, and/or physical disabilities.
- **Directional Vocabulary** refers to the verb found at the beginning of each extended content standard. Directional vocabulary reflects an observable and measurable behavior that will allow the teacher and others to gauge the students within the standard. Students may utilize their preferred mode of communication and adapted materials to show their learning within the standard utilizing the directional vocabulary. Some specific directional vocabulary found within the least complex level of the extended content standards include:
 - **Communicate**, which means the student purposefully utilizes their preferred mode of communication to indicate a desired response to a question or comment about the content;
 - **Respond differentially**, which means that the student changes their behavior only when presented with adapted materials related to the content and that change can be interpreted as an answer to a question or desired response;
 - **Manipulate materials**, which means that the student picks up, moves, holds and/or releases adapted materials in ways that can be interpreted as an answer to a question or desired response.
- **Extended Content Standards** identify skills aligned to grade-level standards and provide an entry point for the student to show what they know and can do within a standard. Extended Standards take into consideration the need of the student with disabilities to learn skills differently, in small segments, with fewer identified components, at a slower pace, or are not at the level of, but would allow the student to eventually meet, the standard.

- **Grade Level** refers to the standards, content, concepts, and materials being utilized by the general education students of the same grade as the student with disabilities. Grade level materials and manipulatives being presented to and utilized by the student with disabilities can and should be adapted to meet the student's cognitive, sensory, and/or physical disabilities.
- **Implementation Text** describes the basic considerations and supports which are a condition of the student implementing the extended standard skill. Implementation text is found in the English Language Arts subject area. Considerations and supports included in implementation text include:
 - the student utilizing a preferred and consistent mode of communication; and
 - the student utilizing adapted materials to assist in the production of a written product.
- **Indicator** is the sub skill related to a standard within the Georgia Standards of Excellence. Indicators are currently a part of the English Language Arts and Mathematics Extended Content Standards.
- **Levels** are included to show the progression of complexity of skills within the content standard extensions. Levels progress from Least Complex to Most Complex, moving from left to right across the standard extension.
- **Manipulatives** refers to the items utilized by the student in the demonstration of a skill. Manipulatives can and should be adapted to meet the student's cognitive, sensory, and/or physical needs.
- **Materials** also refers to the items utilized by the student in a demonstration of a skill. Materials should reflect the content of the standard, and can and should be adapted in terms of complexity, format, and/or presentation to meet the needs of the student. In addition, materials can reflect a real-world application so that the content and skill become more relevant to the student.
- **Primary mode of communication** refers to the way in which the student most consistently and effectively indicates a need, want, or choice to another person. Students with disabilities can utilize a variety of methods to communicate, and

often will have instruction in communication skills to become more proficient with these methods. Methods of communication include utilizing:

- **Consistent Eye Gaze** in which a student maintains a look at materials/picture/communication symbols for a period long enough to be interpreted as an answer to a question or desired response;
 - **Gesturing/Orienting/Pointing** in which a student moves part of the body toward a desired response;
 - **Sign language;**
 - **Speech;** and
 - **Utilization of low technology to high technology AAC systems** in which a student uses a communication system designed to meet their cognitive, physical, and/or sensory needs.
- **Real-world applications** refer to materials which reflect activities or utilization of skills which would be required outside of the classroom or school.
 - **Standards** are the overall skills the student should understand and be able to demonstrate as part of the general curriculum in each grade.
 - **Text** refers to a written piece of material which the student utilizes to gain information, for entertainment, or as part of instruction. Text utilized in these standards includes:
 - **Informational text**, which provides the reader with facts, ideas, information, instructions, or opinions in narrative and non-narrative formats.
 - **Literary text**, which is fictional and includes dramas, poems, and stories.
 - **Written/visual materials** are those utilized by the student to create a permanent product reflecting personal ideas/opinions/arguments, providing information about materials or topics, retelling an experience, or creating a story.

Grade 8: English Language Arts

Grade 8: ELA: Language (L)

ELAGSE8.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
b.	Form and use verbs in the active and passive voice.
Least complex	Most complex

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
Make a differentiated response to identify an active or passive verb within context.	Identify an active or passive verb used in a sentence.	Complete a sentence using a verb in the active or passive voice.	Develop a sentence using a verb in the active or passive voice.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: ELA: Language (L)

ELAGSE8.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
Least complex	Most complex

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
Make a differentiated response to identify an imperative or interrogative mood.	Identify a verb in the indicative, imperative, interrogative as used in a sentence.	Complete a sentence using a verb in the indicative, imperative, interrogative, or conditional mood.	Develop a sentence using a verb in the indicative, imperative, interrogative, conditional, or subjunctive mood.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: ELA: Language (L)

ELAGSE8.L.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
Least complex	Most complex

<i>Using the student’s primary mode of communication when writing or speaking:</i>	<i>Using the student’s primary mode of communication when writing or speaking:</i>	<i>Using the student’s primary mode of communication when writing or speaking:</i>	<i>Using the student’s primary mode of communication when writing or speaking:</i>
Make a differentiated response to identify words that provide a context clue to the meaning of a word/phrase.	Match an unknown word/phrase to possible meaning found in a given sentence.	Identify the word(s) within a sentence or paragraph which may provide a clue to the meaning of an unknown word/phrase.	Define an unknown word/phrase within a sentence using context clues.

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: ELA: Language (L)

ELAGSE8.L.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).
Least complex	
	Most complex

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
	Identify the common letter(s) within words with prefixes and roots (e.g., heat when given preheat or reheat).	Identify the prefix and roots when given known and new word (e.g., pre- when given heat/preheat). Match the meaning to words with prefix and/or suffixes attached.	Identify the meaning of common affixes and roots. Identify the meaning of words with prefix and/or suffixes attached.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: ELA: Language (L)

ELAGSE8.L.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	
	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
Least complex		Most complex

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
Make a differentiated response to identify a reference material.	Use reference materials to identify the part of speech of a word.	Use reference materials to find the meaning of a word.	Use reference materials to clarify the precise meaning of a word as used in a given sentence.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: ELA: Language (L)

ELAGSE8.L.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Least complex	
	Most complex

	Complete a sentence by replacing an unknown word/phrase with its definition.	Identify the possible meaning of a word and insert to complete a sentence.	Identify whether a possible meaning of a word “makes sense” within the context of a sentence.

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: ELA: Language (L)

ELAGSE8.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
b.	Use the relationship between particular words to better understand each of the words.
Least complex	Most complex

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
	Match words with given relationships (e.g., cause/effect, part/whole, item/category).	Sort words with a given relationship (e.g., cause/effect, part/whole, item/category) into meaningful categories. Identify the relationship between a set of words.	Complete an analogy.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: ELA: Reading Informational (RI)

ELAGSE8.RI.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Least complex	Most complex

<p>Make a differentiated response when presented with a question about an informational text.</p> <p>Make a differentiated response to identify a detail from an informational text.</p>	<p>Answer basic comprehension questions (who, what, where, and/or when) based upon an informational text.</p>	<p>Locate a specific quote or sentence within an informational text to answer explicit (who, what, where, and/or when) questions.</p> <p>Identify when a question requires an inference (the answer is not directly provided by the text).</p>	<p>Identify a sentence/statement within an informational text that provides information to make an inference (e.g., if the text was about different dogs and their characteristics, “Which one might make the best pet?”).</p> <p>Identify an appropriate inference drawn from an informational text.</p>
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: ELA: Reading Informational (RI)

ELAGSE8.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.			
Least complex				Most complex
<p>Make a differentiated response to identify the central idea of an informational text.</p> <p>Make a differentiated response to identify a key detail of an informational text.</p>	<p>Identify key details that support a given central idea in an informational text.</p> <p>Identify key facts to include in a summary of an informational text.</p>	<p>Identify a central idea of an informational text.</p> <p>Sequence supporting details related to a central idea within an informational text.</p> <p>Identify and sequence sentences to summarize an informational text.</p>	<p>Identify how at least one central idea or theme of an informational text is supported by key details.</p> <p>Complete sentences to summarize an informational text.</p>	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: ELA: Reading Informational (RI)

ELAGSE8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).			
Least complex				Most complex
<p>Communicate a response to identify an interaction happening in an informational text.</p> <p>Identify materials related to an interaction happening in an informational text.</p>	<p>Identify individuals, events, and specific ideas within an informational text.</p>	<p>Sort individuals and corresponding settings and/or events found within an informational text.</p> <p>Pair key details which interact (e.g., individuals with events, individuals with ideas) within an informational text.</p> <p>Pair individuals, events, and specific ideas within an informational text.</p>	<p>Sort aspects of key events, including individuals, actions and/or ideas found within an information text.</p>	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: ELA: Reading Informational (RI)

ELAGSE8.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Least complex	Most complex

Communicate a response giving the meaning of figurative, connotative, and/or technical words and phrases within an informational text. Touch or manipulate materials representing figurative, connotative, and/or technical words and phrases within an informational text.	Locate specific figurative, connotative, or technical words (language that implies meaning without being explicit, or conveys attitudes and feelings) within an informational text. Identify the meaning of a given word within the context of informational text.	Match words and phrases (figurative, connotative, and/or technical) found in an informational text with sentences/phrases giving the meaning.	Identify sentence/phrases giving the meaning of figurative, connotative, or technical words within an informational text. Identify the tone related to a specific figurative or connotative word/phrase within an informational text.
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: ELA: Reading Informational (RI)

ELAGSE8.RI.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.			
Least complex				Most complex
	Match sentences (individually or within paragraphs) with the structure they describe within the overall informational text.	Identify the structure (e.g., comparison, cause/effect, problem/solution) of a paragraph found in an informational text.	Identify how a particular sentence or section of a paragraph within an informational text describes a key concept. Arrange sets of text (sentences, paragraphs) to appropriately reflect the structure of a paragraph within an informational text.	

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Grade 8: ELA: Reading Informational (RI)

ELAGSE8.RI.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		
Least complex			
			Most complex
	Identify the point of view of the author of an informational text.	Locate words and/or phrases that demonstrate the point of view of the author and others within an informational text.	Match points of view with the author and others within an informational text.

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Grade 8: ELA: Reading Informational (RI)

ELAGSE8.RI.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.			
Least complex				Most complex
Communicate a response to state an advantage or disadvantage of the use of different mediums to present an informational topic or idea.	Identify whether a given medium is effective in its presentation of an informational topic or idea.	Identify a preference for a medium to present information on a topic or idea.	Identify similarities and differences in how an informational topic is presented in two different mediums.	

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Grade 8: ELA: Reading Informational (RI)

ELAGSE8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Least complex	Most complex

Communicate a response to identify or evaluate an argument or claim within an informational text.	<p>Identify one or more specific claims within an informational text.</p> <p>Identify whether the claim in an informational text is sound (e.g., Does the student agree with the claim?).</p>	<p>Match specific details with claims found within an informational text.</p> <p>Identify claims within an informational text for which there is no evidence for support.</p>	<p>Sort evidence by claims made within an informational text.</p> <p>Identify whether each claim within an informational text has sufficient evidence support.</p> <p>Identify evidence which does not have a claim within an informational text.</p>
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Grade 8: ELA: Reading Informational (RI)

ELAGSE8.RI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		
Least complex			
	<p>Identify one or more specific claims within two different informational texts.</p>	<p>Match specific details related to the same topic or ideas from two informational texts.</p> <p>Identify specific details which are found in one but not both pieces of informational texts.</p>	<p>Sort evidence by whether it is found in only one or more than one piece of informational text.</p> <p>Sort evidence found in different informational texts by fact or interpretation.</p>

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Grade 8: ELA: Reading Literary (RL)

ELAGSE8.RL.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
Least complex			Most complex
<p>Make a differentiated response to identify the answer to a question about a literary text.</p>	<p>Identify details found within a sentence or paragraph to answer explicit (what, where, and/or when) questions from a literary text.</p>	<p>Locate a specific quote, sentence, or passage within a literary text which answers explicit (who, what, where, and/or when) questions.</p> <p>Identify when a question requires an inference (the answer is not directly provided by the text).</p>	<p>Identify an appropriate inference drawn from a literary text.</p> <p>Identify a sentence/statement that provides information to make an inference.</p>

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Grade 8: ELA: Reading Literary (RL)

ELAGSE8.RL.2	Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.			
Least complex				Most complex
<p>Make a differentiated response to identify the theme of a literary text.</p> <p>Make a differentiated response to identify a key detail within a literary text.</p>	<p>Identify a theme and/or central idea of a literary text.</p> <p>Identify key details that support a given theme and/or central idea in a literary text.</p> <p>Identify key details to include in a summary of a literary text.</p>	<p>Sequence key supporting details of a theme or central idea within a literary text.</p> <p>Identify and sequence sentences to summarize a literary text.</p>	<p>Describe a central idea or theme of a literary text with key supporting details.</p> <p>Complete sentences to summarize a literary text.</p>	

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Grade 8: ELA: Reading Literary (RL)

ELAGSE8.RL.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.			
Least complex				Most complex
<p>Make a differentiated response to identify a character, dialogue, or setting/event within a literary text.</p>	<p>Identify literary elements, such as characters, settings, and plot in various sections of a literary text.</p> <p>Identify the events occurring at the beginning and end of a story or drama.</p>	<p>Identify how the characters respond to the conflict in a story or drama.</p> <p>Identify dialogue of specific characters within a literary text.</p> <p>Sequence events from a story or drama.</p>	<p>Identify how the characters respond to events and each other through dialogue within a story or drama.</p> <p>Describe characters' reactions (e.g., happy, sad, scared) to key events and/or connect to dialogue in a story or drama.</p>	

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Grade 8: ELA: Reading Literary (RL)

ELAGSE8.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Least complex	Most complex

<p>Communicate a response stating the meaning of figurative and connotative words and phrases within a literary text.</p> <p>Identify material related to words/phrases used within a literary text.</p> <p>Touch or manipulate materials representing figurative and connotative words and phrases used within a literary text.</p>	<p>Find the meaning of a given word within the context of a literary text.</p>	<p>Match figurative words/phrases found within the literary text with possible meaning.</p> <p>Identify the overall tone (e.g., sad, happy, excited, scared) of specific words within a literary text.</p> <p>Pair word/phrase related to tone within a literary text with the feeling it conveys (e.g., excited, happy, sad, scared).</p>	<p>Identify the use of figurative language within a literary text.</p> <p>Identify the meaning of figurative language found within a literary text.</p> <p>Match figurative words/phrases found within the literary text with possible meaning.</p>
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Grade 8: ELA: Reading Literary (RL)

ELAGSE8.RL.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.			
Least complex				Most complex
	Identify the overall structure of a literary text.	Match two or more literary texts with similar structures.	Sort different literary texts by structure.	

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Grade 8: ELA: Reading Literary (RL)

ELAGSE8.RL.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		
Least complex			Most complex
<p>Communicate a response to indicate a difference or similarity between two versions of the same literary text.</p> <p>Identify materials that indicate a difference or similarity between two versions of the same literary text.</p>	<p>Identify whether characters, settings, and/or actions are found in the original literary story, multimedia adaptation, or both.</p>	<p>Match character(s), settings, and actions found within a literary text and its multimedia adaptation.</p>	<p>Sort literary aspects (e.g. characters, setting, actions, tones) based upon whether those aspects are found in the original literary story or drama and its multimedia adaptations.</p>

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Grade 8: ELA: Reading Literary (RL)

ELAGSE8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.			
Least complex				Most complex
	<p>Identify whether specific characters, settings, and/or actions are found in a modern work of fiction and a myth, traditional story or religious work.</p>	<p>Match character(s), settings, and actions found within a modern work of fiction to those found in myths, traditional stories, or religious works.</p>	<p>Identify a consistent theme as found in a modern work of fiction and a myth, traditional story, or religious work.</p> <p>Identify consistent patterns of events found in a modern work of fiction and a myth, traditional story, or religious work.</p> <p>Identify consistent character traits as found in a modern work of fiction and a myth, traditional story, or religious work.</p>	

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Grade 8: ELA: Writing (W)

ELAGSE8.W.1	Write arguments to support claims with clear reasons and relevant evidence.
	a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>
<p>Make a differentiated response to an object or a statement which provides an introduction.</p> <p>Communicate a response which provides an introduction.</p> <p>Touch or manipulate materials which provide an introduction.</p>	<p>Identify a statement/sentence which introduces a claim.</p> <p>Identify a statement/sentence which provides support for a claim.</p> <p>Identify an organizing structure showing a claim and more than one reason which supports the claim.</p>	<p>Complete a statement/sentence which introduces a claim.</p> <p>Complete a statement/sentence which provides support for a claim.</p> <p>Identify a statement/sentence which introduces an alternate or opposing claim.</p> <p>Complete an organizing structure showing a claim and more than one reason.</p>	<p>Develop a sentence to introduce a claim.</p> <p>Develop one or more sentences which provide reasons and/or evidence for a claim.</p> <p>Complete a statement/sentence which introduces an alternate or opposing claim.</p> <p>Complete an organizing structure showing a claim, reasons/evidence, and an alternative or opposing claim.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

ELAGSE8.W.1	Write arguments to support claims with clear reasons and relevant evidence.
	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>
Make a differentiated response to an object or a statement which provides a reason for a claim. Communicate a response which provides a reason for a claim. Touch or manipulate material which provides a reason for a claim.	Match claim statement/sentences with supporting reasons. Identify a statement/sentence which provides support for a claim. Identify a statement/sentence from a source which provides support for a claim.	Complete a statement/sentence that supports a claim. Complete a statement/sentence which supports a claim with evidence from a credible source.	Develop a sentence which supports a claim. Develop a sentence which supports a claim with evidence from a credible source.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

ELAGSE8.W.1	Write arguments to support claims with clear reasons and relevant evidence.
	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>
Make a differentiated response to identify an object or a word/phrase/clause used to connect claims, reasons, and evidence.	Identify a word/phrase/clause used within a text to connect claims, reasons, and evidence.	Add a word/phrase/clause to connect claims, reasons, and evidence within a text.	Develop sentences using words/phrases/clauses to connect claims, reasons, and evidence within a text.

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Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

ELAGSE8.W.1	Write arguments to support claims with clear reasons and relevant evidence.
	d. Establish and maintain a formal style.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>
	Identify statements/sentences written using a formal style.	Complete statements/sentences with words which best reflect a formal writing style.	Develop sentences to maintain a formal writing style.

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Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

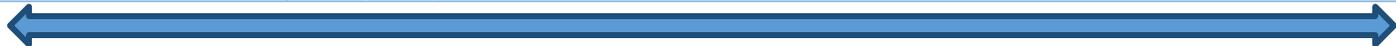
ELAGSE8.W.1	Write arguments to support claims with clear reasons and relevant evidence.
e.	Provide a concluding statement or section that follows from and supports the argument presented.
Least complex	
	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>
Make a differentiated response to identify sentences that provide a concluding statement.	Identify statements/sentences that provide an appropriate conclusion and support the argument.	Complete statements/sentences that provide an appropriate conclusion and support the argument presented.	Develop sentences that provide an appropriate conclusion and support the argument presented.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

ELAGSE8.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
Least complex		Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>
Make a differentiated response to identify sentences that introduce a topic.	Identify a topic. Identify a a group of related ideas presented as words or phrases.	Complete statements/sentences that introduce a topic. Complete statements/sentences about related information. Identify an appropriate graphic for a specific idea.	Identify sentences that introduce a topic. Identify statements/sentences about related information. Identify headings, graphics or multimedia to organize/support information and ideas within text.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

ELAGSE8.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>
Make a differentiated response to identify sentences that develop a topic using relevant facts.	Identify relevant facts, definitions, details, quotations, or example for a given topic	Complete statements/sentences that provide relevant facts, definitions, concrete details, or examples about a topic.	Identify sentences that provide relevant facts, definitions, concrete details, or examples about a topic.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

ELAGSE8.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		
Least complex			Most complex
<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>
Make a differentiated response to identify statements/sentences that use transitions.	Identify a word/phrase used to link ideas within a given sentence.	Complete statements/sentences that use words/phrases to link ideas.	Identify sentences that use words/phrases to link ideas and concepts.

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Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

ELAGSE8.W.2		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
		d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	
Least complex		Most complex	
<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>		<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	
Make a differentiated response to identify a precise or a domain-specific word.	Identify domain-specific vocabulary in a given sentence.	Complete statements/sentences that include domain-specific vocabulary.	Identify sentences that use domain-specific vocabulary. Identify sentences that use precise language.

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Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

ELAGSE8.W.2		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
e.		Establish and maintain a formal style.	
Least complex		Most complex	
<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>		<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	
	Identify a formal style in a given sentence.	Complete sentences with words which best reflect a formal writing style.	Identify sentences to maintain a formal writing style.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

ELAGSE8.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>
Make a differentiated response using words/phrases to provide a conclusion for informative/explanatory text.	Identify a concluding sentence for a given topic.	Complete a concluding sentence.	Identify a sentence that provides a logical conclusion for a given stimulus text.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

ELAGSE8.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>
Make a differentiated response to identify an event sequence. Make a differentiated response to Identify statements/sentences that establish context or introduce a narrator and/or character.	Identify statements/sentences that establish context or introduce a character and/or narrator in a given story topic.	Complete a sequence of events that unfolds naturally and logically. Complete sentences that establish context or introduce the narrator and/or characters.	Identify a sequence of events that unfolds naturally and logically. Identify sentences that establish context or introduce the narrator and/or characters in a given stimulus text.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

ELAGSE8.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>
Make a differentiated response to an object or a statement that introduces a situation, narrator or character.	Identify statements/sentences that describe an event and/or action of a character and describe the feelings of the character in a given story topic. Identify dialogue statements/sentences for a character in a given story topic.	Complete sentences that describe an event and/or action of a character and describe the feelings of the character. Complete dialogue statements/sentences for a character.	Identify sentences that describe an event and/or action of a character and describe the feelings of the character. Identify dialogue for characters appropriate to a given situation.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

ELAGSE8.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>
Make a differentiated response to identify transitional language.	Identify temporal words/phrases in a given sentence.	Complete sentences that use temporal words/phrases in a given sentence.	Identify sentences that correctly use a temporal word/phrase to signal event order.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

ELAGSE8.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
Least complex	
	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>
Make a differentiated response to identify descriptive details and sensory language in a narrative piece.	Identify sensory and action language in a given sentence.	Complete sentences with sensory and action language.	Identify statements/sentences that use precise language. Identify one or more sentences that use sensory and action language.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

<p>ELAGSE8.W.3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>		
	<p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>		
<p>Least complex</p>			<p>Most complex</p>
<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i></p>
<p>Make a differentiated response to identify an object or a statement that concludes a narrative piece.</p>	<p>Identify concluding statements/sentences for a given story topic.</p>	<p>Complete concluding statements/sentences.</p>	<p>Identify sentences that provide a conclusion for a given stimulus text.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

ELAGSE8.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Least complex	Most complex

<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>
<p>Respond differentially to indicate the desire to change part of a written piece.</p> <p>Respond differentially to indicate completion of a written piece.</p> <p>Communicate a response regarding revision or completion of a written piece.</p>	<p>Develop a two-part organizing structure for writing which is appropriate for the purpose (e.g., claim and reason for writing an argument).</p> <p>Identify one or more statements/sentences to revise.</p>	<p>Develop a three-part organizing structure for writing which is appropriate for the purpose (e.g., introduction, one fact, and conclusion for an informative/explanatory piece).</p> <p>Identify one or more sentences to revise and ask for suggestions.</p>	<p>Develop an organizing structure for writing which is appropriate for and completes the purpose (e.g., all events to complete a narrative piece).</p> <p>Identify one or more sentences to revise and make revisions.</p> <p>Indicate whether the purpose of the writing has been achieved in relation to the audience.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

ELAGSE8.W.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Least complex	
Most complex	

<i>Utilizing written/visual material (including symbols and objects) which results in a research project:</i>	<i>Utilizing written/visual material (including symbols) which results in a research project:</i>	<i>Utilizing a variety of written/visual material (including symbols) which results in a research project:</i>	<i>Utilizing a variety of written/visual material (including symbols) which results in a research project:</i>
<p>Respond differentially to an object or a statement which relates to a research project topic.</p> <p>Communicate a response which relates to a research project topic.</p> <p>Touch or manipulate material which relates to a research project topic.</p>	<p>Identify a statement/sentence which provides the topic for a research project.</p> <p>Identify answers to a research question as found in print resources and/or digital tools.</p>	<p>Complete a sentence which provides the topic for a research project.</p> <p>Locate and record answers to a research question using a single print resource and/or digital tool.</p>	<p>Develop a sentence which provides the topic for a research project.</p> <p>Locate and record answers to a research question using more than one print resource and/or digital tool.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

<p>ELAGSE8.W.8</p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p>Least complex</p>	<p>Most complex</p>

<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written piece:</i></p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized within a written piece:</i></p>	<p><i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written piece:</i></p>	<p><i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written piece:</i></p>
<p>Respond differentially to an object or a statement which relates to relevant information from a print or digital source.</p> <p>Communicate a response which relates to relevant information from a print or digital source.</p> <p>Touch or manipulate material which relates to relevant information from a print or digital source.</p>	<p>Identify a statement/sentence that paraphrases information from a print or digital source.</p> <p>Choose an appropriate/relevant statement/sentence found in a print or digital source.</p> <p>Identify the author of information from a print source to be included in a citation.</p>	<p>Complete a sentence that paraphrases information from a print or digital source.</p> <p>Choose the most appropriate/relevant statement/sentence found a print or digital source.</p> <p>Identify author/source document/dates from sources to be included in a citation.</p>	<p>Develop a sentence that paraphrases information from a print or digital source.</p> <p>Choose the most appropriate/relevant statements/sentences found in multiple print or digital sources.</p> <p>Add given information to develop a citation.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

ELAGSE8.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.	Apply grade 8 Reading standards to literature (e.g., Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new).
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i>
Respond differentially to an object or statement which relates to relevant information from a literary text. Communicate a response which relates to relevant information from a literary text. Touch or manipulate material which relates to relevant information from a literary text.	Identify a statement/sentence which includes appropriate evidence from a literary text.	Complete a sentence with appropriate evidence which relates to information from a literary text. Choose appropriate/relevant statement/sentence from a literary text that fits a writing prompt.	Develop a sentence with appropriate evidence which relates to information from a literary text. Choose the most appropriate/relevant sentences from a literary text that best fit a writing prompt.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Writing (W)

ELAGSE8.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
b.	Apply grade 8 Reading standards to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced).
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about literary nonfiction:</i>	<i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about literary nonfiction:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about literary nonfiction:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about literary nonfiction:</i>
Respond differentially to an object or a statement which relates to relevant information from a work of literary nonfiction. Communicate a response which relates to relevant information from a work of literary nonfiction. Touch or manipulate material which relates to relevant information from a work of literary nonfiction.	Identify a statement/sentence which includes appropriate evidence from a presented work of literary nonfiction.	Complete a sentence which includes appropriate evidence from a presented work of literary nonfiction. Choose an appropriate/relevant statement/sentence from a presented work of literary nonfiction that fits a writing prompt.	Develop a sentence which includes appropriate evidence from a presented work of literary nonfiction. Choose the most appropriate/relevant statement/sentence from a presented work of literary nonfiction that best fits a writing prompt.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 8: ELA: Speaking and Listening (SL)

ELAGSE8.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.
a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
Least complex	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify a statement to be included in a discussion.	Identify a statement, based upon a text or material being studied, to be utilized within a discussion.	Identify multiple statements, based upon a text or material being studied, to be utilized within a discussion.	Identify multiple statements, based upon a text or material being studied, to be utilized within a discussion.
Identify a statement to be utilized within a discussion.	Utilize a prepared statement at the appropriate time within a discussion.	Utilize a prepared statement at the appropriate time within a discussion.	Utilize a prepared statement at the appropriate time within a discussion.
Present a statement within a discussion.			

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 8: ELA: Speaking and Listening (SL)

ELAGSE8.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.
b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
Least complex	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify a statement to be included in a discussion. Provide a statement to another person.	Initiate a discussion. Listen to the ideas/questions of others before responding. Identify the individual role within a discussion. Identify the goals of the group discussion.	Initiate a discussion. Listen to the ideas/questions of others before responding. Identify the individual role within a discussion. Identify the goals of the group discussion.	Initiate a discussion. Listen to the ideas/questions of others before responding. Identify the individual role within a discussion. Identify the goals of the group discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 8: ELA: Speaking and Listening (SL)

ELAGSE8.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.
c.	Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.
Least complex	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify an answer or question to be included in a discussion. Answer a question within a discussion. Provide a comment during a discussion.	Identify and ask a question about a topic or text within a discussion. Identify and present an answer about a topic or text within a discussion.	Identify and ask a question about a topic or text within a discussion. Identify and present an answer about a topic or text within a discussion.	Identify and ask a question about a topic or text within a discussion. Identify and present an answer about a topic or text within a discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 8: ELA: Speaking and Listening (SL)

ELAGSE8.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.
	d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.
Least complex	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Provide a personal view or idea about new information during a discussion.	Identify one new piece of information expressed by others within a discussion. Present a view or understanding of the new information presented within a discussion.	Identify one key idea about a topic or text and present within a discussion. Present a view or understanding of the new information presented within a discussion.	Identify key ideas about a topic or text and present within a discussion. Present a view or understanding of the new information presented within a discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 8: ELA: Speaking and Listening (SL)

ELAGSE8.SL.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		
Least complex			Most complex
<i>After watching/listening to diverse media presentations AND using the student's primary mode of communication:</i>	<i>After watching/listening to diverse media presentations AND using the student's primary mode of communication:</i>	<i>After watching/listening to diverse media presentations AND using the student's primary mode of communication:</i>	<i>After watching/listening to diverse media presentations AND using the student's primary mode of communication:</i>
	Identify a statement which summarizes information presented in a media presentation.	Develop a statement which summarizes and provides a detail from a media presentation. Identify possible motives (e.g., to buy something, to vote for someone, to do something for someone else) for a media presentation. Develop a statement which identifies the purpose for information presented.	Develop statements which summarize media presentations on the same topic. Identify the possible motive for a specific media presentation (e.g., to buy something, to vote for someone, to do something for someone else). Develop a statement which identifies a possible motive for information presented.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 8: ELA: Speaking and Listening (SL)

<p>ELAGSE8.SL.4</p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>Least complex</p>	<p>Most complex</p>

<p><i>Using the student's primary mode of communication:</i></p>	<p><i>Using the student's primary mode of communication with multiple teachers/peers:</i></p>	<p><i>Using the student's primary mode of communication with multiple people and on different topics:</i></p>	<p><i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i></p>
<p>Respond differentially to identify a statement to be included in a presentation.</p> <p>Present one piece of information to others.</p>	<p>Present two pieces of information related to one topic to others.</p> <p>Place information to be presented in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements).</p>	<p>Present more than two pieces of information related to one topic.</p> <p>Place information to be presented in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements) and social conventions (eye contact, facial expressions).</p>	<p>Present more than two pieces of information related to each topic.</p> <p>Place information to be presented in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements) and social conventions (eye contact, facial expressions).</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 8: ELA: Speaking and Listening (SL)

ELAGSE8.SL.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		
Least complex			Most complex
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
	<p>Identify a multimedia component or visual display and include during a presentation.</p> <p>Utilize multimedia component(s) at the appropriate time within a presentation.</p>	<p>Identify multimedia which will clarify information and/or findings and include during a presentation.</p> <p>Identify multimedia which emphasizes salient points and include during a presentation.</p> <p>Utilize multimedia component(s) at the appropriate time within a presentation.</p>	<p>Identify multimedia which will clarify information and/or findings and include during a presentation.</p> <p>Identify multimedia which emphasizes salient points and include during a presentation.</p> <p>Utilize multimedia component(s) at the appropriate time within a presentation.</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 8: ELA: Speaking and Listening (SL)

ELAGSE8.SL.6		Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
Least complex		Most complex	
<i>Using the student's primary mode of communication:</i>		<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	
<i>Using the student's primary mode of communication with multiple people and on different topics:</i>		<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>	
Respond differentially to identify an idea to be included in a discussion. Present a piece of information to others.	Identify statements to be made in two different situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school). Present a chosen statement appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).	Develop statements to be made in at least two different situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school). Present developed statements appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).	Develop multiple statements to be made in multiple situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school). Present multiple developed statements appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Mathematics

Grade 8: Mathematics: The Number System (NS)

MGSE8.NS.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
Least complex	Most complex

<p>Communicate a response to state information for converting fractions to decimals.</p> <p>Manipulate materials representing the conversion of fractions to decimals.</p>	<p>Convert rational number fractions to decimal equivalent.</p>	<p>Convert a decimal expansion into a rational number.</p>	<p>Determine if a number is rational by deciding if it is (or can be written as) a fraction or a repeating or terminating decimal (e.g., 2.33333..., 3.567, $\sqrt{25}$, $\frac{3}{8}$, but not $\sqrt{10}$).</p>
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 8: Mathematics: The Number System (NS)

<p>MGSE8.NS.2</p>	<p>Use rational approximation of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions (e.g., estimate π^2 to the nearest tenth). For example, by truncating the decimal expansion of $\sqrt{2}$ (square root of 2), show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</p>
<p>Least complex  Most complex</p>	

<p>Communicate a response about the comparison of decimals by size.</p> <p>Manipulate materials representing the comparison of decimals by size.</p>	<p>Identify a decimal on a number line which is greater than/less than a given decimal.</p>	<p>Place the rational approximation of an irrational number on a number line.</p>	<p>Order estimated square roots of rational numbers on a number line.</p>
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.1	<p>Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{(-5)} = 3^{(-3)} = \frac{1}{3^3} = \frac{1}{27}$.</p>	
Least complex		Most complex

	<p>Identify the integer exponent for a given manipulative (e.g., one piece of paper folded one time is 2^1).</p>	<p>Compare the value of exponents on the same base numeral within numerical expressions (e.g. $2^2 \times 2^3 = 4 \times 8 = 32$ therefore, $2^2 \times 2^3 = 2^5$)</p>	<p>Solve expressions involving addition and subtraction of integer exponents.</p>

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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.2	Use square root and cube root symbols to represent solutions to equations. Recognize that $x^2 = p$ (where p is a positive rational number and $ x \leq 25$) has 2 solutions and $x^3 = p$ (where p is a negative or positive rational number and $ x \leq 10$) has one solution. Evaluate square roots of perfect squares ≤ 625 and cube roots of perfect cubes ≥ -1000 and ≤ 1000 .
Least complex	Most complex

<p>Communicate a response to state the information needed to determine the square root of a number using visual square models.</p> <p>Manipulate materials representing the square root of a given number.</p>	<p>Match the figure of a square with given dimensions to determine its perfect square (e.g., match a square with sides of 5 to its perfect square 25).</p>	<p>Identify an equation that represents the area of a perfect square given the side lengths (e.g., $A = 4^2$).</p> <p>Determine the square root as the length of one of the sides when given an equation and a visual perfect square model.</p>	<p>Identify perfect squares within 100.</p> <p>Generate a visual square model that shows the square root of a perfect square is the length of one of the sides using sketches, objects, or pre-printed materials.</p>
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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.3	Use numbers expressed in scientific notation to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 and determine that the world population is more than 20 times larger.	
Least complex		Most complex

	Identify the larger of two scientific notations (e.g., 10^3 is larger than 10^1).	Identify the larger of two numbers expressed by scientific notation by examining the common and different factors (e.g., 3×10^4 is larger than 3×10^1 because 10^4 is greater than 10^1).	Identify the larger or smaller of two quantities given two numbers expressed in a positive or negative scientific notation (e.g., 3×10^{-4} is smaller than 3×10^1 because -4 is less than 4).
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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.4	Add, subtract, multiply and divide numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Understand scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g. use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology (e.g. calculators).	
Least complex		Most complex

	Add numbers expressed in scientific notation with a factor of 1 (e.g. $1 \times 10^2 + 1 \times 10^3 = 100 + 1000 = 1100$.)	Multiply numbers expressed in scientific notation with a factor of 1 (e.g. $1 \times 10^3 \times 1 \times 10^3 = 1000 \times 1000 = 1,000,000$.)	Multiply numbers expressed in scientific notation and interpret result as a scientific notation (e.g., $2 \times 10^3 \times 3 \times 10^2 = 2000 \times 300 = 600,000 = 6 \times 10^5$; therefore, $(2 \times 10^3) \times (3 \times 10^2) = (6 \times 10^5)$).
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Grade 8: Mathematics: Expressions and Equations (EE)

<p>MGSE8.EE.5</p>	<p>Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</p>		
<p>Least complex ←  Most complex</p>			
<p>Manipulate materials as used to graph proportional relationships.</p> <p>Communicate a response to participate in the graphing of proportional relationships.</p>	<p>Identify points from a proportional relationship to be plotted in the first quadrant of a coordinate plane.</p> <p>Match unit rates to written or verbal descriptions.</p>	<p>Plot points from a proportional relationship in the first quadrant of a coordinate plane.</p> <p>Identify the unit rate as slope within a linear equation.</p>	<p>Create graphs on a coordinate plane to represent a proportional relationship.</p> <p>Create a unit rate or slope when presented with a proportional relationship.</p> <p>Compare two or more lines on a coordinate plane to determine which has the greater unit rate (slope).</p>

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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .	
Least complex		Most complex

	Match similar right triangles by overlapping on a coordinate plane.	Identify the two right triangles of which the hypotenuse has the same slope when shown on a coordinate plane.	Calculate the slope of the hypotenuse of two right triangles to determine if the triangles are similar.

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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.7	Solve linear equations in one variable.
a.	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
Least complex	Most complex

Manipulate materials as they are utilized to solve linear equations. Communicate a response to participate in solving problems involving linear equations.	Identify whether a given number will provide a solution for a linear equation with one variable (e.g., can you solve $16 - y = 7$ by substituting 9 for y ?).	Identify whether a linear equation has a single or many solutions (e.g., $x + 2 = 8$ has one solution; $3x = 3x$ has many solutions).	Identify whether a linear equation has a single solution, many solutions, or no solution (e.g., $x + 2 = 8$ has one solution, $3x = 3x$ has many solutions, and $x + 2 = x + 7$ has no solution).
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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.7	Solve linear equations in one variable.
b.	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
Least complex	Most complex

Manipulate materials as they are utilized to solve linear equations.	Identify whether a given number will provide a solution for a linear equation with one variable (e.g., can you solve $16 - y = 7$ by substituting 9 for y ?).	Solve linear equations given a word problem.	Simplify an expression with like terms (e.g., $2x + 4x + 2 = 6x + 2$).
Communicate a response to participate in solving problems involving linear equations.		Identify like terms within an expression.	Solve real-world or mathematical linear equations involving addition or multiplication.

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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.8	Analyze and solve pairs of simultaneous linear equations (systems of linear equations).
a.	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
Least complex	Most complex

<p>Manipulate materials as they are utilized to solve linear equations.</p> <p>Communicate a response to participate in solving problems involving linear equations.</p> <p>Communicate a response to the solution to a linear equation.</p>	<p>Determine whether there is a point of intersection on a graph of two linear equations.</p>	<p>Identify points related to two linear equations on a graph.</p>	<p>Identify point(s) of intersection given two graphed linear equations that intersect.</p> <p>Identify the complete linear equation by substituting points of intersection for the appropriate variables.</p>
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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.8	Analyze and solve pairs of simultaneous linear equations (systems of linear equations).
b.	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.
Least complex	Most complex

<p>Manipulate materials as used to graph linear equations.</p> <p>Communicate a response to participate in the graphing of linear equations.</p> <p>Communicate a response to provide the ordered pair that is a solution to both equations.</p>	<p>Solve two variable linear equations given the value of one variable (e.g., solve $3x + 2y = 12$ when $y = 3$).</p> <p>Identify the coordinates for graphing a two variable linear equation.</p> <p>Determine whether there is a point of intersection on a graph of two linear equations.</p>	<p>Solve a system of variable linear equations given amounts for one variable.</p> <p>Develop a table to show the possible solutions for a two variable linear equation.</p> <p>Identify complete linear equations by substituting points of intersection for the appropriate variables.</p>	<p>Identify whether two two-variable linear equations have a solution given the graphs of the equations.</p>
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Grade 8: Mathematics: Expressions and Equations (EE)

MGSE8.EE.8	Analyze and solve pairs of simultaneous linear equations (systems of linear equations).
	c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.
Least complex	Most complex

<p>Manipulate materials as used to graph linear equations representing a real-world problem.</p> <p>Communicate a response to participate in the graphing of linear equations representing a real-world problem.</p> <p>Communicate a response to graph ordered pairs based on linear equations.</p>	<p>Identify the one variable linear equation represented by a real-world problem.</p> <p>Solve real-world problem leading to one linear equation with one variable.</p> <p>Plot two sets of ordered pairs based on linear equations.</p>	<p>Identify the two variable linear equation represented by a real-world problem.</p> <p>Solve real-world problem leading to one linear equation with two variables and given the amount for one variable.</p> <p>Plot two sets of ordered pairs based on linear equations.</p>	<p>Plot two sets of ordered pairs based on linear equations and indicate whether the lines from those points intersect to show a solution.</p>
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Grade 8: Mathematics: Functions (F)

MGSE8.F.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.			
Least complex				Most complex
<p>Manipulate materials to identify an amount within a function (e.g., when give the function $x = y$, make equal sets for y when given a value for x).</p>	<p>Identify the function within a table of value.</p> <p>Identify the input and output within a function.</p>	<p>Identify the output when given a function and one input.</p> <p>Complete the ordered pair when given the input.</p>	<p>Identify outputs when given the function and two or more inputs.</p> <p>Complete one or more ordered pairs when given inputs.</p> <p>Graph one input and corresponding output on a coordinate plane.</p>	

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Grade 8: Mathematics: Functions (F)

MGSE8.F.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	
Least complex		Most complex

	Identify whether two functions are equal when represented in the same way (e.g., is $2x = y$ the same as $x = y$?)	<p>Identify whether two functions are equal when represented in different ways (e.g., given an input/output table and a graph).</p> <p>Identify the differences between two functions represented in the same way (e.g., $3x = y$ and $5x = y$ are different, because 3 is different from 5).</p>	Identify the function with the greatest rate of change when given two functions presented in the same way (e.g. given $3x = y$ and $5x = y$, $5x = y$ has the greatest rate of change, because 5 is greater than 3).
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Grade 8: Mathematics: Functions (F)

MGSE8.F.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1, 1), (2, 4) and (3, 9), which are not on a straight line.
Least complex	Most complex

<p>Communicate a response with a step needed to graph or interpret a linear function.</p> <p>Manipulate materials to complete or interpret a graph of a linear function.</p>	<p>Identify the linear function given a graphed linear and non-linear function.</p>	<p>Identify the output of the function $y = mx + b$ when given two or more values for m, x and b.</p>	<p>Identify the outputs of a given linear and non-linear function.</p> <p>Identify a function as linear or not linear after graphing given points.</p>
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Grade 8: Mathematics: Functions (F)

MGSE8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	
Least complex		Most complex

	<p>Identify the function within one or more function table(s) in the form $mx = y$.</p> <p>Identify the quantity of the x and y value within a table a value (e.g., given a table of number of bags of chips which could be bought with different amounts of quarters, identify bags of chips as y and number of quarters as x).</p>	<p>Identify the output when given a function and one input.</p> <p>Match a function to a table of values.</p> <p>Match ordered pairs within a graphed function with the values found in a table.</p>	<p>Identify outputs when given the function and two or more inputs.</p> <p>Identify the quantity which would indicate the rate of change with a given function.</p> <p>Identify the initial value in a graphed function.</p>
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Grade 8: Mathematics: Functions (F)

MGSE8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	
Least complex		Most complex

	<p>Identify and graph three or more ordered pairs given a function table of values.</p> <p>Identify whether the line graphed by a function table of values is straight or not straight.</p> <p>Match the quantity of the x and y value on a graph with two variables described as a relationship (e.g., given a graph of number of bags of chips which could be bought with different amounts of quarters, identify bags of chips as y and number of quarters as x).</p>	<p>Identify whether the line graphed by a function table of values as increasing or decreasing.</p>	<p>Identify the function between two quantities in more than one way (e.g., linear and increasing, linear and decreasing).</p> <p>Create a line that exhibits at least one quality of a described function (e.g., a slope in the correct direction or a correct y-intercept).</p>
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Grade 8: Mathematics: Geometry (G)

MGSE8.G.1	Verify experimentally the congruence properties of rotations, reflections, and translations: lines are taken to lines and line segments to line segments of the same length; angles are taken to angles of the same measure; parallel lines are taken to parallel lines.	
Least complex		Most complex

Respond differentially to identify congruence of line segments given a choice of two (e.g., identify two line segments of equal length as being congruent).	Identify a line segment or an angle within a figure that has been translated on a coordinate plane.	Identify a line segment or an angle within a figure that has been reflected or rotated on a coordinate plane.	Given a figure that has been transformed, identify which of the three transformations has occurred.
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Grade 8: Mathematics: Geometry (G)

MGSE8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
Least complex	Most complex

<p>Attend visually, aurally, or tactilely to two-dimensional figures as they are utilized within a sequence of rotations, reflections and translations.</p> <p>Manipulate two-dimensional figures as they are utilized within a sequence of rotations, reflections and translations.</p> <p>Identify congruent shapes given a choice of two (e.g., identify two triangles as being congruent but a triangle and square are not).</p>	<p>Match two-dimensional shapes in the same location within a coordinate plane.</p>	<p>Identify a rotation, reflection and/or translation when shown two congruent figures.</p> <p>Identify whether two-dimensional figures are congruent when given the number of spaces up, down, left or right on a coordinate plane.</p>	<p>Demonstrate a reflection, translation, and/or rotation of a two-dimensional figure using manipulatives.</p> <p>Record shown movement needed to match congruent figures, including reflections, rotations on a coordinate plane.</p>
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Grade 8: Mathematics: Geometry (G)

MGSE8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.	
Least complex		Most complex

	<p>Demonstrate which angles are congruent by placing angle wedges in a diagram showing two parallel lines cut by a transversal and comparing those wedges.</p> <p>Draw a transversal through two parallel lines.</p>	<p>Determine whether triangles are similar given their side measures, angles, and shape.</p> <p>Find the missing angle measure when one angle measure is given in a diagram showing two parallel lines cut by a transversal, using knowledge of supplementary angles.</p>	<p>Use manipulatives or technology to find the measures of the exterior angles of various shapes.</p> <p>Using knowledge of vertical angles to find missing angle measure when one is given in a diagram showing two parallel lines cut by a transversal.</p>
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Grade 8: Mathematics: Geometry (G)

MGSE8.G.6	Explain a proof of the Pythagorean Theorem and its converse.		
Least complex			Most complex
	<p>Label the components of a triangle (e.g., hypotenuse, legs, right angle).</p> <p>Match triangles based upon specific measurements (e.g., legs, angles).</p>	<p>Determine the lengths of the legs of a right triangle using unit squares.</p> <p>Determine if the hypotenuse of a right triangle can be measured in unit squares.</p> <p>Identify the amounts for squares of the legs of a right triangle.</p>	<p>Use models to show a relationship between the sum of the squares of the lengths of the legs of a right triangle and the square of the length of its hypotenuse.</p> <p>Identify the square roots of amounts given for the hypotenuse of a right triangle.</p>

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Grade 8: Mathematics: Geometry (G)

MGSE8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.			
Least complex				Most complex
	Identify two- and three-dimensional right triangles in real-world activities.	Label the components of two- and three-dimensional right triangles in real-world activities. Solve algebraic equations involving squares.	Apply the Pythagorean Theorem in real-world situations to find a missing length in a naturally occurring right triangle (e.g., length of a ladder).	

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Grade 8: Mathematics: Statistics and Probability (SP)

MGSE8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
Least complex	Most complex



Communicate a response to describe a pattern on a scatter plot.	Represent numerical data on a scatter plot.	Determine whether points on a scatter plot have a linear association (i.e., can a line be drawn that comes closest to most data points).	Describe a pattern of points on a scatter plot using terminology (e.g., “increasing to the right”, “decreasing to the right”, “neither”, “positive association”, “negative association”, “no association”, or “no pattern”).
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Grade 8: Mathematics: Statistics and Probability (SP)

MGSE8.SP.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	
Least complex		Most complex

	Describe the presence or absence of a trend on a scatter plot.	Find an informal line of best fit for a scatter plot.	<p>Use the line of best fit on a scatter plot of real-life data to predict likely outcomes (e.g., plant's growth, inches of rainfall).</p> <p>Determine whether a line of best fit is appropriate based on how many data points are above or below.</p>
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Grade 8: Mathematics: Statistics and Probability (SP)

MGSE8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.	
Least complex		Most complex

	Identify the bivariate data represented by points on a scatter plot (e.g., age, height).	Complete a partially filled t-chart summarizing data. Describe a pattern of points on a scatter plot using terminology (linear, slope, intercept) in relation to bivariate measurement data.	Interpret slope from linear models of bivariate data (e.g., from the temperature and ice cream sales graph, tell that ice cream sales go up as temperatures go up).
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Grade 8: Science

Grade 8: Science: Physical Science

S8P1	Obtain, evaluate, and communicate information about the structure and properties of matter.
a.	Develop and use a model to compare and contrast pure substances (elements and compounds) and mixtures. (Clarification statement: Include heterogeneous and homogeneous mixtures. Types of bonds and compounds will be addressed in high school physical science).
Least complex	
	Most complex

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to identify properties of pure substances. Respond differentially to identify properties of mixtures.	Develop a model which identifies properties of pure substances (elements and compounds). Develop a model which identifies properties of heterogeneous and homogeneous mixtures.	Develop a model which identifies properties of pure substances (elements and compounds) and heterogeneous and homogeneous mixtures.	Develop a model which identifies similarities among pure substances (elements and compounds) and heterogeneous and homogeneous mixtures. Develop a model which identifies differences among pure substances (elements and compounds) and heterogeneous and homogeneous mixtures.

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Grade 8: Science: Physical Science

S8P1	Obtain, evaluate, and communicate information about the structure and properties of matter.
b.	Develop and use models to describe the movement of particles in solids, liquids, gases, and plasma states when thermal energy is added or removed.
Least complex	
	Most complex

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to identify the movement of particles in different states of matter.	Identify a model that shows the movement of particles in one state of matter and the change in movement when thermal energy is added. Identify a model that shows the movement of particles in one state of matter and the change in movement when thermal energy is removed.	Identify a model which compares the movement of particles in two different states of matter and the change in movement in each state when thermal energy is added. Identify a model which compares the movement of particles in two different states of matter and the change in movement in each state when thermal energy is removed.	Develop a model which identifies and explains change of movement of particles through the states of matter as thermal energy is added. Develop a model which identifies and explains the change of movement of particles through the states of matter as thermal energy is removed.

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Grade 8: Science: Physical Science

S8P1	Obtain, evaluate, and communicate information about the structure and properties of matter.
	c. Plan and carry out investigations to compare and contrast chemical (i.e., reactivity, combustibility) and physical (i.e., density, melting point, boiling point) properties of matter.
Least complex	
	Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify steps needed to show a chemical change in matter. Respond differentially to identify steps needed to show a physical change in matter.	Identify steps needed to show a chemical and physical change in matter.	Identify and sequence steps needed to show one difference between a chemical and a physical change in matter.	Identify and sequence steps needed to show two differences between a chemical and a physical change in a given material.

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Grade 8: Science: Physical Science

S8P1	Obtain, evaluate, and communicate information about the structure and properties of matter.
d.	Construct an argument based on observational evidence to support the claim that when a change in a substance occurs, it can be classified as either chemical or physical. (Clarification statement: Evidence could include ability to separate mixtures, development of a gas, formation of a precipitate, change in energy, color, and/or form.)
Least complex	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify statements describing chemical or physical changes seen in different substances. Communicate an observation which describes chemical or physical changes seen in different substances.	Identify statements describing the chemical or physical changes observed in various substances.	Develop two or more statements to describe why observed changes to various substances are either a chemical or physical change.	Develop three or more statements to describe why observed changes to various substances are either a chemical or physical change.

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Grade 8: Science: Physical Science

S8P1	Obtain, evaluate, and communicate information about the structure and properties of matter.
e.	Develop models (e.g., atomic-level models, including drawings, and computer representations) by analyzing patterns within the periodic table that illustrate the structure, composition, and characteristics of atoms (protons, neutrons, and electrons) and simple molecules.
Least complex	
	Most complex

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to identify one or more parts of a model which show the structure, composition and/or characteristics of atoms.	Develop parts of a model to show one or more properties of the structure, composition, and characteristics of atoms using patterns from the periodic table.	Develop a model to show two properties of the structure, composition, and characteristics of atoms using patterns from within the periodic table.	Develop a model to show more than two properties of the structure, composition, and characteristics of atoms using patterns from within the periodic table.
Respond differentially to identify one or more parts of a model which show the structure, composition and/or characteristic of simple molecules.	Develop parts of a model to show one or more properties of the structure, composition, and characteristics of simple molecules using patterns from the periodic table.	Develop a model to show two properties of the structure, composition, and characteristic of simple molecules using patterns within the periodic table.	Develop a model to show more than two properties of the structure, composition, and characteristics of simple molecules using patterns from within the periodic table.

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Grade 8: Science: Physical Science

S8P1	Obtain, evaluate, and communicate information about the structure and properties of matter.
f.	Construct an explanation based on evidence to describe conservation of matter in a chemical reaction including the resulting differences between products and reactants. (Clarification statement: Evidence could include models such as balanced chemical equations.)
Least complex	Most complex

Respond differentially to identify one or more statements describing the conservation of matter based on evidence from a chemical reaction.	Identify statements to describe conservation of matter based on evidence from a chemical reaction.	Develop one or two statements to describe conservation of matter as based on evidence from a chemical reaction.	Develop more than two statements to describe conservation of matter as based on evidence from a chemical reaction.
Communicate a response to describe a product and reactant shown in a given chemical reaction.	Identify statements to describe the resulting differences between products and reactants of a chemical reaction.	Develop one or two statements to describe the resulting differences between products and reactants of a chemical reaction.	Develop more than two statements to describe the resulting differences between products and reactants of a chemical reaction.

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Grade 8: Science: Physical Science

S8P2	Obtain, evaluate, and communicate information about the law of conservation of energy to develop arguments that energy can transform from one form to another within a system.
	a. Analyze and interpret data to create graphical displays that illustrate the relationships of kinetic energy to mass and speed, and potential energy to mass and height of an object.
Least complex	
	Most complex

Respond differentially to identify data on a graphical display which illustrates the relationship of kinetic energy to mass and speed of an object.	Identify key data from given examples which will be utilized to create a graphical display illustrating the relationship of kinetic energy to mass and speed of an object.	Identify and place key data within a graphical display showing the relationship of kinetic energy to mass and speed of an object.	Identify key data and create a graphical display showing the relationship of kinetic energy to mass and speed of an object.
Respond differentially to identify data on a graphical display which illustrates the relationship of potential energy to mass and height of an object.	Identify key data from given examples which will be utilized to create a graphical display illustrating the relationship of potential energy to mass and height of an object.	Identify and place key data within a graphical display showing the relationship of potential energy to mass and height of an object.	Identify key data and create a graphical display showing the relationship of potential energy to mass and height of an object.

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Grade 8: Science: Physical Science

S8P2	Obtain, evaluate, and communicate information about the law of conservation of energy to develop arguments that energy can transform from one form to another within a system.
	b. Plan and carry out an investigation to explain the transformation between kinetic and potential energy within a system (e.g., roller coasters, pendulums, rubber bands, etc.).
Least complex	
Most complex	

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify one or more steps needed to show the transformation between kinetic and potential energy within a system. Communicate a response to identify one or more steps needed to show the transformation between kinetic and potential energy within a system.	Identify steps needed to show the transformation between kinetic and potential energy within a single system.	Identify and sequence steps needed to explain the transformation between kinetic and potential energy within a single system.	Explain a sequence of steps needed to show a transformation between kinetic and potential energy within a single system.

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Grade 8: Science: Physical Science

S8P2	Obtain, evaluate, and communicate information about the law of conservation of energy to develop arguments that energy can transform from one form to another within a system.	
	c. Construct an argument to support a claim about the type of energy transformations within a system [e.g., lighting a match (light to heat), turning on a light (electrical to light)].	
Least complex		Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
<p>Respond differentially to identify a statement supporting a claim about the type of energy transformed within a given system.</p> <p>Communicate a response to support a claim that the energy within a given system changed from one type to another.</p>	<p>Identify statements supporting a claim about the type of energy transformation within given systems.</p>	<p>Develop statements supporting a claim about the type of energy transformations within given systems.</p>	<p>Develop a statement describing an energy change within a system and why that type of energy change was identified.</p>

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Grade 8: Science: Physical Science

S8P2	Obtain, evaluate, and communicate information about the law of conservation of energy to develop arguments that energy can transform from one form to another within a system.	
	d. Plan and carry out investigations on the effects of heat transfer on molecular motion as it relates to the collision of atoms (conduction), through space (radiation), or in currents in a liquid or a gas (convection).	
Least complex		Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify one or more steps needed to show the effect of heat transfer on molecular motion through conduction, radiation, or convection.	Identify the steps needed to show heat transfer on molecular motion through either conduction, radiation, or convection.	Identify and sequence steps to show heat transfer on molecular motion through either conduction, radiation, or convection and identify the effect of the heat transfer.	Identify and sequence steps to show the effects of heat transfer on molecular motion through conduction, radiation and convection.

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Grade 8: Science: Physical Science

S8P3	Obtain, evaluate, and communicate information about cause and effect relationships between force, mass, and the motion of objects.
	a. Analyze and interpret data to identify patterns in the relationships between speed and distance, and velocity and acceleration. (Clarification statement: Students should be able to analyze motion graphs, but students should not be expected to calculate velocity or acceleration.)
Least complex	Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify data on a motion graph which show a change in speed/distance in a given situation. Communicate a response to describe the changes in speed/distance on a motion graph.	Identify key data on a motion graph which show changes in speed and distance.	Identify key data on a motion graph which show changes in speed, which indicates acceleration, or changes in distance, which indicates velocity.	Identify key data on a motion graph which show changes in speed, which indicate acceleration, and changes in distance, which indicates velocity.

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Grade 8: Science: Physical Science

S8P3	Obtain, evaluate, and communicate information about cause and effect relationships between force, mass, and the motion of objects.
	b. Construct an explanation using Newton’s Laws of Motion to describe the effects of balanced and unbalanced forces on the motion of an object.
Least complex	Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify statements which describe the changes in the motion of an object when forces are used or not used. Communicate a response to describe the changes in the motion of an object when forces are used or not used.	Identify statements which describe the effect of a balanced force on the motion of an object. Identify statements which describe the effect of an unbalanced force on the motion of an object.	Develop one to two statements which describe the effects of balanced forces on the motion of an object. Develop one to two statements which describe the effects of unbalanced forces on the motion of an object.	Develop more than two statements which connect one of Newton’s Laws of Motion to the effect of a balanced force on the motion of an object. Develop more than two statements which connect one of Newton’s Laws of Motion to the effect of an unbalanced force on the motion of an object.

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Grade 8: Science: Physical Science

S8P3	Obtain, evaluate, and communicate information about cause and effect relationships between force, mass, and the motion of objects.
	c. Construct an argument from evidence to support the claim that the amount of force needed to accelerate an object is proportional to its mass (inertia).
Least complex	
	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify statements from given evidence connecting the amount of force needed to accelerate an object to the object's mass.	Identify statements from given evidence which show the differences needed in force when objects of different masses are moved.	Identify statements from evidence which connects the amount of force needed to accelerate an object to its mass.	Develop a statement from evidence which supports the claim that the force needed to accelerate an object is proportional to its mass.

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Grade 8: Science: Physical Science

S8P4	Obtain, evaluate, and communicate information to support the claim that electromagnetic (light) waves behave differently than mechanical (sound) waves.	
	<p>a. Ask questions to develop explanations about the similarities and differences between electromagnetic and mechanical waves. (Clarification statement: Include transverse and longitudinal waves and wave parts such as crest, trough, compressions, and rarefactions.)</p>	
Least complex		Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
<p>Respond differentially to identify questions which will provide information about parts of an electromagnetic wave.</p> <p>Respond differentially to identify questions which will provide information about parts of a mechanical wave.</p>	<p>Ask a prepared question to identify parts of an electromagnetic and mechanical wave.</p> <p>Ask a prepared question to identify similar qualities of electromagnetic and mechanical waves.</p> <p>Ask a prepared question to identify different qualities of electromagnetic and mechanical waves.</p>	<p>Ask two or more prepared questions to identify parts of electromagnetic and mechanical waves.</p> <p>Ask two or more prepared questions to identify similar qualities of electromagnetic and mechanical waves.</p> <p>Ask two or more prepared questions to identify differences between electromagnetic and mechanical waves.</p>	<p>Ask one initial and one follow-up question to identify similar qualities of electromagnetic and mechanical waves.</p> <p>Ask one initial and one follow-up question to identify differences between electromagnetic and mechanical waves.</p> <p>Ask two or more prepared questions to explain similar qualities of electromagnetic and mechanical waves.</p> <p>Ask two or more prepared questions to explain differences between electromagnetic and mechanical waves.</p>

Grade 8: Science: Physical Science

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Grade 8: Science: Physical Science

S8P4	Obtain, evaluate, and communicate information to support the claim that electromagnetic (light) waves behave differently than mechanical (sound) waves.
	b. Construct an explanation using data to illustrate the relationship between the electromagnetic spectrum and energy.
Least complex	
	Most complex

Respond differentially to identify data which show the amount of energy at different points on the electromagnetic spectrum.	<p>Identify statements which describe the way energy data changes along the electromagnetic spectrum.</p> <p>Identify statements which describe the way energy data changes as electromagnetic wave length changes.</p>	<p>Develop one to two statements which describe the way energy data changes along the electromagnetic spectrum.</p> <p>Develop a statement which describes the way energy data changes as electromagnetic wave length changes.</p>	<p>Develop more than two statements which describe the way energy data changes along the electromagnetic spectrum.</p> <p>Develop two or more statements which describe the way energy data changes as electromagnetic wave length changes.</p>
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Grade 8: Science: Physical Science

S8P4	Obtain, evaluate, and communicate information to support the claim that electromagnetic (light) waves behave differently than mechanical (sound) waves.
	c. Design a device to illustrate practical applications of the electromagnetic spectrum (e.g., communication, medical, military).
Least complex	
	Most complex

Respond differentially to identify one or more components needed to design a device using the electromagnetic spectrum.	Identify multiple components needed to design a device using the electromagnetic spectrum.	Connect an aspect of the electromagnetic spectrum with a component in the development of a device using the electromagnetic spectrum.	Design a basic device which meets the given considerations related to the use of the electromagnetic spectrum for practical use.
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Grade 8: Science: Physical Science

S8P4	Obtain, evaluate, and communicate information to support the claim that electromagnetic (light) waves behave differently than mechanical (sound) waves.
	d. Develop and use a model to compare and contrast how light and sound waves are reflected, refracted, absorbed, diffracted or transmitted through various materials. (Clarification statement: Include echo and how color is seen but do not cover interference and scattering.)
Least complex	
Most complex	

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to identify the impact of a material on a light wave (e.g., reflection, refraction, absorbed, diffracted, transmitted).	Develop a model which shows the changes in a light wave when coming into contact with several different materials.	Develop a model which shows how a light and sound wave changes when coming into contact with the same material.	Develop a model which shows how a light and sound wave changes when coming into contact with various materials.
Respond differentially to identify the impact of a material on a sound wave (e.g., reflection, refraction, absorbed, diffracted, transmitted).	Develop a model which shows changes in sound waves when coming in contact with several different materials.		Develop a model, using various materials, which shows how light and sound waves are reflected, refracted, absorbed, diffracted, and/or transmitted.

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Grade 8: Science: Physical Science

S8P4	Obtain, evaluate, and communicate information to support the claim that electromagnetic (light) waves behave differently than mechanical (sound) waves.
	e. Analyze and interpret data to predict patterns in the relationship between density of media and wave behavior (i.e., speed).
Least complex	
	Most complex

Respond differentially to identify data which provides information on wave behavior based on density of media. Communicate a response to identify data which provides information on wave behavior based on density of media.	Identify key data on wave behavior given different densities of media. Identify one change in wave behavior when density of media is changed.	Identify the change in one wave behavior based upon data from different densities of media. Organize (sequence, combine) pieces of data that will support a pattern of one wave behavior given different densities of media.	Identify possible patterns within data of one or more wave behaviors given different densities.
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Grade 8: Science: Physical Science

S8P4	Obtain, evaluate, and communicate information to support the claim that electromagnetic (light) waves behave differently than mechanical (sound) waves.	
	f. Develop and use a model (e.g., simulations, graphs, illustrations) to predict and describe the relationships between wave properties (e.g., frequency, amplitude, and wavelength) and energy.	
Least complex		Most complex

<p><i>Using a visual/tactile representation:</i></p> <p>Respond differentially to identify the relationship between one wave property (e.g., frequency, amplitude, or wavelength) and energy in different models.</p>	<p><i>Using a visual/tactile representation:</i></p> <p>Identify a model in which one wave property (e.g., frequency, amplitude, or wavelength) changes, and describe the change in energy.</p>	<p><i>Using a visual/tactile representation:</i></p> <p>Develop a model in which more than one wave property (e.g., frequency, amplitude, and/or wavelength) changes, and describe the change in energy.</p>	<p><i>Using a visual/tactile representation:</i></p> <p>Develop a model in which different wave properties change and describe the change in energy.</p> <p>Develop a model showing changes in a wave and predict the change in energy.</p>
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Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 8: Science: Physical Science

S8P4	Obtain, evaluate, and communicate information to support the claim that electromagnetic (light) waves behave differently than mechanical (sound) waves.
	g. Develop and use models to demonstrate the effects that lenses have on light (i.e., formation an image) and their possible technological applications.
Least complex	
	Most complex

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to identify the effect different lenses have on light. Communicate a response describing a technological application of a demonstrated effect of a lens on light.	Develop a model which demonstrates the effect of two different lenses on light.	Develop a model which demonstrates the effect various lenses have on light. Develop a model with a lens and light which would support a given technological application.	Develop a model with a lens and light/image and describe a technological application.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 8: Science: Physical Science

S8P5	Obtain, evaluate, and communicate information about gravity, electricity, and magnetism as major forces acting in nature.
	a. Construct an argument using evidence to support the claim that fields (i.e., magnetic fields, gravitational fields, and electric fields) exist between objects exerting forces on each other even when the objects are not in contact.
Least complex	
	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify a statement from evidence which supports the claim that a force can be exerted on objects even when the objects are not in contact.	Identify statements from evidence which support the claim that magnetic and electric fields exist between objects and exerts forces on objects. Identify statements from evidence which support the claim that gravitational fields exist between objects and exerts forces on objects.	Identify statements from evidence which support the claim that magnetic and electric fields exist between objects and exert forces on objects even when the objects are not in contact. Identify statements from evidence which support the claim that gravitational fields exist between objects and exert forces on objects even when the objects are not in contact.	Develop one or more statements from evidence which support the claim that magnetic and electric fields exist between objects and exerts forces on objects even when the objects are not in contact. Develop one or more statements from evidence which support the claim that gravitational fields exist between objects and exerts forces on objects even when the objects are not in contact.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 8: Science: Physical Science

S8P5	Obtain, evaluate, and communicate information about gravity, electricity, and magnetism as major forces acting in nature.
	b. Plan and carry out investigations to demonstrate the distribution of charge in conductors and insulators. (Clarification statement: Include conduction, induction, and friction.)
Least complex	Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify one or more steps needed to demonstrate the distribution of charge in conductors or insulators. Communicate a response to describe one or more steps needed to demonstrate the distribution of change in conductors or insulators.	Identify and sequence steps needed to demonstrate the distribution of charge in various conductors or insulators.	Identify and sequence steps needed to demonstrate the distribution of charge in a conductor and insulator.	Identify and sequence steps needed to demonstrate the distribution of charge in a conductor, given different types of charges (conduction, induction and friction). Identify and sequence steps needed to demonstrate the distribution of charge in an insulator, given different types of charges (conduction, induction and friction).

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 8: Science: Physical Science

S8P5	Obtain, evaluate, and communicate information about gravity, electricity, and magnetism as major forces acting in nature.	
	c. Plan and carry out investigations to identify the factors (e.g., distance between objects, magnetic force produced by an electromagnet with varying number of wire turns, varying number or size of dry cells, and varying size of iron core) that affect the strength of electric and magnetic forces. (Clarification statement: Including, but not limited to, generators or motors.)	
Least complex		Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify one or more steps needed to show the effect of one factor on the strength of an electric or magnetic force. Communicate a response to describe one or more steps needed to show the effect of one factor on the strength of an electric or magnetic force.	Identify and sequence steps needed to show the effects of a single factor on the strength of an electric or magnetic force.	Identify and sequence steps needed to show the effects of different factors on the strength of an electric or magnetic force.	Identify and sequence steps needed to show the effects of different factors on the strength of electric and magnetic forces.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 8: Social Studies

Grade 8: Social Studies: Historical Understandings

SS8H1	Evaluate the impact of European exploration and settlement on American Indians in Georgia.
a.	Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.
Least complex	Most complex

Respond differentially to identify one or more characteristics of life of the American Indians living in Georgia at the time of European contact. Communicate a response to identify one or more characteristics of life of the American Indians living in Georgia at the time of European contact.	Match an example of items utilized by American Indians living in Georgia at the time of European contact with the aspect of life represented (e.g., atlatl to weapons/tools and burial mounds to culture).	Match multiple examples of items utilized by American Indians living in Georgia at the time of European contact with the aspect of life represented (e.g., atlatl and spear to weapons/tools and burial mounds and meeting houses to culture).	Identify examples of items utilized by American Indians living in Georgia at the time of European contact when given the aspect of life (e.g., culture, food, weapons/tools, shelter). Describe characteristics/items related to one aspect of life for American Indians living in Georgia at the time of European contact.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H1	Evaluate the impact of European exploration and settlement on American Indians in Georgia.
b.	Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.
Least complex	Most complex

Respond differentially to identify reasons for European exploration and settlement of North America and the Southeastern area.	Identify two or more reasons for European exploration and settlement of North America.	Identify reasons for British exploration and settlement of North America and the Southeastern area.	Describe reasons for British exploration and settlement of North America and the Southeastern area.
Communicate a response to identify reasons for European exploration and settlement of North America.		Identify reasons for Spanish exploration and settlement of North America and the Southeastern area.	Describe reasons for Spanish exploration and settlement of North America and the Southeastern area.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H1	Evaluate the impact of European exploration and settlement on American Indians in Georgia.
c.	Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.
Least complex	Most complex

Respond differentially to identify the impact of Spanish contact on American Indians. Communicate a response to identify the impact of Spanish contact on American Indians.	Identify the impact of Spanish contact on American Indians.	Describe the impact of Spanish contact on American Indians. Identify the purpose of the explorations of Hernando DeSoto and the impact on American Indians. Identify the purpose of the establishment of Spanish missions along the barrier islands and the impact on American Indians.	Describe the purpose of the explorations of Hernando DeSoto and the impact on American Indians. Describe the purpose of the establishment of Spanish missions along the barrier islands and the impact on American Indians.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H2	Analyze the colonial period of Georgia’s history.
a.	Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense).
Least complex	Most complex

Respond differentially to identify the reasons for the settlement of Georgia.	<p>Identify two or more ways the charter of 1732 provided for the settlement of Georgia.</p> <p>Identify the importance of Georgia to the British government in terms of philanthropy, economics, or defense.</p>	<p>Describe two or more ways the Charter of 1732 provided for the settlement of Georgia.</p> <p>Identify the importance of Georgia to the British government in terms of philanthropy, economics, and defense.</p>	Describe the ways the Charter of 1732 provided for the settlement of Georgia in terms of settlers, land, government, economics, and defense.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H2	Analyze the colonial period of Georgia’s history.
b.	Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff.
Least complex	
	Most complex

Respond differentially to match James Oglethorpe, Tomochichi, and Mary Musgrove with the impact that person had on establishing the city of Savannah at Yamacraw Bluff. Communicate the impact of James Oglethorpe, Tomochichi and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff.	Match the needs of James Oglethorpe and the settlers to the person (Tomochichi and Mary Musgrove) and way support was provided in establishing the city of Savannah at Yamacraw Bluff.	Identify two or three needs of James Oglethorpe and the settlers in establishing the city of Savannah at Yamacraw Bluff and the person (Tomochichi and Mary Musgrove) and way support was provided in establishing the city of Savannah at Yamacraw Bluff. Identify similarities and differences in the ways Tomochichi and Mary Musgrove supported the needs of James Oglethorpe and the settlers in establishing the city of Savannah at Yamacraw Bluff.	Describe the needs of James Oglethorpe and the settlers in establishing the city of Savannah at Yamacraw Bluff and the person (Tomochichi and Mary Musgrove) and way support was provided in establishing the city of Savannah at Yamacraw Bluff. Compare and contrast the roles of James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H2	Analyze the colonial period of Georgia’s history.
	c. Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period.
Least complex	
	Most complex

Respond differentially to identify the groups (Jews, Salzburgers, Highland Scots, and Malcontents) settling in Georgia during the Trustee Period when given the description.	Match a description of a group (Jews, Salzburgers, Highland Scots, and Malcontents) settling in Georgia during the Trustee Period with the group name.	Identify the group (Jews, Salzburgers, Highland Scots, and Malcontents) settling in Georgia during the Trustee Period when given a description.	Describe the role of the groups (Jews, Salzburgers, Highland Scots, and Malcontents) settling in Georgia during the Trustee Period.
Communicate a description of a group (Jews, Salzburgers, Highland Scots, and Malcontents) settling in Georgia during the Trustee Period when given the group name.	Match a group (Jews, Salzburgers, Highland Scots, and Malcontents) with the role of the group in the settling of Georgia during the Trustee Period.	Identify a group (Jews, Salzburgers, Highland Scots, and Malcontents) when given the role of the group in the settling of Georgia during the Trustee Period.	

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H2	Analyze the colonial period of Georgia’s history.
	d. Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government.
Least complex	
	Most complex

Respond differentially to identify whether a statement is true of Georgia’s Trustee Period, Royal Colony period, or both.	Sort statements regarding government, land ownership, slavery, and alcohol as being true of Georgia’s Trustee Period, Royal Colony period, or both.	Identify differences between the Trustee Period and Royal Colony period in Georgia regarding government, land ownership, slavery and alcohol.	Describe the changes made in government, land ownership, slavery, and alcohol from the Trustee Period to Royal Colony period in Georgia.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H2	Analyze the colonial period of Georgia’s history.
e.	Give examples of the kinds of goods and services produced and traded in colonial Georgia.
Least complex	Most complex

Communicate a response to give examples of goods and services produced in colonial Georgia.	Identify examples of goods and services produced in colonial Georgia.	Identify goods and services produced and traded in colonial Georgia.	Describe goods and services produced in colonial Georgia.
Communicate a response to give examples of goods and services traded in colonial Georgia.	Identify examples of goods and services traded in colonial Georgia.		Describe goods and services traded in colonial Georgia.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H3	Analyze the role of Georgia in the American Revolutionary Era.
a.	Explain the causes of the American Revolution as they impacted Georgia; include the French and Indian War, Proclamation of 1763, and the Stamp Act.
Least complex	
	Most complex

	Identify the impact of a cause of the American Revolution (e.g., French and Indian War, Proclamation of 1763, Stamp Act) on Georgia.	Match an event (e.g., French and Indian War, Proclamation of 1763, Stamp Act) with the impact on Georgia. Identify the impact of multiple causes of the American Revolution (e.g., French and Indian War, Proclamation of 1763, Stamp Act) on Georgia.	Describe an event/cause of the American Revolution (e.g., French and Indian War, Proclamation of 1763, Stamp Act) and its impact on Georgia.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H3	Analyze the role of Georgia in the American Revolutionary Era.
	b. Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration) and identify the three Georgia signers of the document.
Least complex	Most complex

Respond differentially to identify the three parts of the Declaration of Independence (preamble, grievances, and declaration) when given a description. Communicate a response to describe one or more parts of the Declaration of Independence (preamble, grievances, and declaration).	Match descriptions of the three parts of the Declaration of Independence (preamble, grievances, and declaration) to the name of the part. Identify the name of one Georgia signer of the Declaration of Independence.	Identify the content of the three parts of the Declaration of Independence (preamble, grievances, and declaration). Identify the name of two Georgia signers of the Declaration of Independence.	Describe the content of the three parts of the Declaration of Independence (preamble, grievances, and declaration). Identify the name of three Georgia signers of the Declaration of Independence.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H3	Analyze the role of Georgia in the American Revolutionary Era.
	c. Analyze the significance of the Loyalists and Patriots as a part of Georgia’s role in the Revolutionary War; include the Battle of Kettle Creek and Siege of Savannah.
Least complex	
	Most complex

Respond differentially to identify the actions of Loyalists or Patriots in Georgia during the Revolutionary War.	Identify the actions of Loyalists and Patriots in Georgia during the Revolutionary War.	Describe the actions of Loyalists and Patriots in Georgia during the Revolutionary War.	Describe the actions taken by Loyalists and Patriots during key battles and events (e.g., Battle of Kettle Creek and Siege of Savannah) in Georgia during the Revolutionary War and the impact of those actions.
Communicate the actions of Loyalists and Patriots in Georgia during the Revolutionary War.	Match actions supporting the British and new American government during key battles and events (e.g., Battle of Kettle Creek and Siege of Savannah) in Georgia during the Revolutionary War to Loyalists or Patriots.	Identify actions taken by Loyalists and Patriots during key battles and events (e.g., Battle of Kettle Creek and Siege of Savannah) in Georgia during the Revolutionary War.	

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H3	Analyze the role of Georgia in the American Revolutionary Era.
d.	Analyze the weaknesses of the Articles of Confederation and explain how those weaknesses led to the writing of a new federal Constitution.
Least complex	
	Most complex

Respond differentially to identify strengths and weaknesses of the Articles of Confederation. Communicate a response to describe the strengths and weaknesses of the Articles of Confederation.	Identify strengths and weaknesses of the Articles of Confederation. Match weaknesses of the Articles of Confederation to a change made through the federal Constitution.	Identify weaknesses of the Articles of Confederation and the changes made through the federal Constitution.	Describe weaknesses of the Articles of Confederation. Describe how the Constitution addresses weaknesses within the Articles of Confederation.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H4	Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.
	a. Explain reasons for the establishment of the University of Georgia, and for the westward movement of Georgia’s capitals.
Least complex	
	Most complex

Respond differentially to identify the reasons for the establishment of the University of Georgia.	Identify reasons for the establishment of the University of Georgia in terms of location and academic structure.	Match reason for the movement of Georgia’s capital to the city to which the capital was moved.	Identify the five different capitals of Georgia and one or more reasons for the movement of the capital to that city.
Respond differentially to identify the reasons for the westward movement of Georgia’s capitals.	Sequence the westward movement of Georgia’s capital cities.		

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H4	Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.
	b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo Land Fraud.
Least complex	
	Most complex

Communicate a response to identify the impacts of one land policy pursued by Georgia (e.g., headright system, land lotteries, Yazoo Land Fraud) on the ability to own land.	<p>Match description of land policies pursued by Georgia (e.g., headright system, land lotteries, Yazoo Land Fraud) with the name of that policy.</p> <p>Match the name of a land policy pursued by Georgia with the impact on the ability to own land (e.g., headright system, land lotteries, Yazoo Land Fraud).</p>	<p>Identify the land policies pursued by Georgia (e.g., headright system, land lotteries, Yazoo Land Fraud) when given a description.</p> <p>Describe the impact of one land policy pursued by Georgia (e.g., headright system, land lotteries, Yazoo Land Fraud) on the ability to own land.</p>	Describe the impact of land policies pursued by Georgia (e.g., headright system, land lotteries, Yazoo Land Fraud) on the ability to own land.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H4	Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.
	c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.
Least complex	
	Most complex

	Match a technological development (e.g., cotton gin and railroads) to its impact on Georgia's growth.	Identify a technology (e.g., cotton gin and railroads) and state the impact on Georgia's growth.	Describe the impact on Georgia's growth made by technological developments (e.g., cotton gin and railroads).
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H4	Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.
d.	Describe the role of William McIntosh in the removal of the Creek from Georgia.
Least complex	Most complex

Respond differentially to identify one role of William McIntosh in the removal of the Creek from Georgia.	Identify the actions of William McIntosh which led to the removal of the Creek from Georgia.	Identify the actions and role of William McIntosh which led to the removal of the Creek from Georgia.	Describe the actions of William McIntosh which led to the removal of the Creek from Georgia.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H4	Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.
e.	Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonaga Gold Rush and Worcester v. Georgia) led to the removal of the Cherokees from Georgia known as the Trail of Tears.
Least complex	Most complex

Respond differentially to identify the impact/influence of key people (e.g., John Ross, John Marshall, Andrew Jackson) in the removal of the Cherokees from Georgia.	Identify the impact of 2 key people (e.g., John Ross, John Marshall, and/or Andrew Jackson) in the removal of the Cherokees from Georgia.	Identify the impacts of John Ross, John Marshall, and Andrew Jackson in the removal of the Cherokees from Georgia.	Describe the impacts of John Ross, John Marshall, and Andrew Jackson in the removal of the Cherokees from Georgia.
Respond differentially to identify the impact of key events (e.g., Dahlonaga Gold Rush, Worcester v. Georgia) in the removal of the Cherokee from Georgia.	Identify the impact of key events (e.g., Dahlonaga Gold Rush, Worcester v. Georgia) in the removal of the Cherokee from Georgia.	Identify the purpose and impact of key events (e.g., Dahlonaga Gold Rush, Worcester v. Georgia) in the removal of the Cherokee from Georgia.	Describe the purpose and impact of key events (e.g., Dahlonaga Gold Rush, Worcester v. Georgia) in the removal of the Cherokee from Georgia.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H5	Analyze the impact of the Civil War on Georgia.
a.	Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln's election in 1860, and the debate over secession in Georgia.
Least complex	
	Most complex

Respond differentially to identify the importance of key issues that led to the Civil War.	Define slavery, secession, debate, and election.	Describe a key issue or event that led to the Civil War (i.e., slavery, Abraham Lincoln's election in 1860, and the debate over secession in Georgia).	Identify an explanation of the importance of a key issue or event that led to the Civil War (i.e., slavery, Abraham Lincoln's election in 1860, and the debate over secession in Georgia).
Respond differentially to identify the importance of key events that led to the Civil War.	Identify a key issue or event that led to the Civil War (i.e., slavery, Abraham Lincoln's election in 1860, and the debate over secession in Georgia).		

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H5	Analyze the impact of the Civil War on Georgia.
b.	Explain Georgia’s role in the Civil War; include the Union blockade of Georgia’s coast, the Emancipation Proclamation, Chickamauga, Sherman’s Atlanta Campaign, Sherman’s March to the Sea, and Andersonville.
Least complex	Most complex



	Match a description showing Georgia’s role in the Civil War to the key event or place (e.g., Union blockade of Georgia’s coast, the Emancipation Proclamation, Chickamauga, Sherman’s Atlanta Campaign, Sherman’s March to the Sea, Andersonville).	Identify a key event, battle and place in Georgia in relation to the Civil War (e.g., Union blockade of Georgia’s coast, the Emancipation Proclamation, Chickamauga, Sherman’s Atlanta Campaign, Sherman’s March to the Sea, Andersonville) when given a description.	Describe a key event, battle or place in Georgia (e.g., Union blockade of Georgia’s coast, the Emancipation Proclamation, Chickamauga, Sherman’s Atlanta Campaign, Sherman’s March to the Sea, Andersonville) which had an impact on the Civil War.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H6	Analyze the impact of Reconstruction on Georgia.
a.	Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction.
Least complex	Most complex

	Match a description of the 13th, 14th, and 15th Amendments with the name.	Match a description and the impact of the 13th, 14th, and 15th Amendments with the name. Identify an impact of the 13th, 14th, and 15th Amendments on Reconstruction.	Describe the contents of the 13th, 14th, and 15th Amendments. Describe the impact of the 13th, 14th, and 15th Amendments on Reconstruction.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H6	Analyze the impact of Reconstruction on Georgia.
b.	Explain the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans.
Least complex	
	Most complex

	Match key features of the Lincoln, Johnson and Congressional Reconstruction plans with the correct plan.	Describe key features of the Lincoln, Johnson, and Congressional Reconstruction plans.	Describe the similarities and differences in the key features of the Lincoln, Johnson, and Congressional Reconstruction plans.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H6	Analyze the impact of Reconstruction on Georgia.
c.	Compare and contrast the goals and outcomes of the Freedmen’s Bureau and the Ku Klux Klan.
Least complex	Most complex

Respond differentially to identify the goals of the Freedman’s Bureau and the Ku Klux Klan.	Match the goals of the Freedmen’s Bureau and the Ku Klux Klan to the correct group.	Identify the goals and outcomes of the Freedmen’s Bureau.	Compare and contrast the goals of the Freedmen’s Bureau and the Ku Klux Klan.
Communicate goals of the Freedman’s Bureau and the Ku Klux Klan.	Match the outcomes of the Freedmen’s Bureau and the Ku Klux Klan to the correct group.	Identify the goals and outcomes of the Ku Klux Klan.	Compare and contrast the outcomes of the Freedmen’s Bureau and the Ku Klux Klan.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H6	Analyze the impact of Reconstruction on Georgia.
	d. Examine reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.
Least complex	
	Most complex

Respond differentially to identify the reasons for the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.	Identify the reasons for the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.	Identify the reasons for and the effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.	Describe the reasons for and the effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.
Respond differentially to identify the effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.	Identify the effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.		
Communicate the reasons for the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.			
Communicate the effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.			

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H6	Analyze the impact of Reconstruction on Georgia.
e.	Give examples of goods and services produced during the Reconstruction Era, including the use of sharecropping and tenant farming.
Least complex	Most complex

Communicate a response to give examples of goods or services provided during the Reconstruction Era in Georgia.	Identify goods produced during the Reconstruction Era in Georgia. Identify services produced during the Reconstruction Era in Georgia.	Identify goods and services produced during the Reconstruction Era in Georgia.	Describe goods and services produced during the Reconstruction Era in Georgia.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H7	Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.
a.	Identify the ways individuals, groups, and events attempted to shape the New South; include the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, and Tom Watson and the Populists.
Least complex	
	Most complex

	Identify the way one key individual (e.g., Henry Grady, Tom Watson) attempted to shape the New South.	Match the name of key individuals (e.g., Henry Grady, Tom Watson) to the way those individuals attempted to shape the New South.	Match the names of key individuals (e.g., Henry Grady, Tom Watson), groups (e.g., Bourbon Triumvirate, the Populists) and events (e.g., International Cotton Expositions) to the way those individuals/groups/events attempted to shape the New South.
	Identify the way one group (e.g., Bourbon Triumvirate, the Populists) attempted to shape the New South.	Match the group (e.g., Bourbon Triumvirate, the Populists) to the way those groups attempted to shape the New South.	Identify the impact of key individuals (e.g., Henry Grady, Tom Watson), groups (e.g., Bourbon Triumvirate, the Populist, and/or events (e.g., International Cotton Expositions) on the development of the New South.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H7	Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.
b.	Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence, including the 1906 Atlanta Riot.
Least complex	Most complex

Respond differentially to identify rights which were denied to African Americans or Blacks in the New South Era. Communicate rights which were denied to African Americans or Blacks in the New South Era.	Match rights which were denied to African Americans or Blacks in the New South Era to the methods used (e.g., Jim Crow laws, court rulings, disenfranchisement and racial violence) to deny those rights.	Identify the impact of Jim Crow laws, the Plessy v. Ferguson court ruling, disenfranchisement, and racial violence on the rights of African Americans or Blacks in the New South Era.	Describe the impact of Jim Crow laws, the Plessy v. Ferguson court ruling, disenfranchisement, and racial violence on the rights of African Americans or Blacks in the New South Era.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H7	Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.
c.	Explain the roles of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon in advancement of the rights of African Americans or Blacks in the New South Era.
Least complex	
	Most complex

	Match a description of the roles of Booker T. Washington, W.E.B. DuBois, and Alonzo Herndon in the advancement of rights of African Americans or Blacks in the New South Era to the name of the person.	Identify the roles of Booker T. Washington, W.E.B. DuBois, and Alonzo Herndon in the advancement of rights of African Americans or Blacks in the New South Era.	Describe the roles of Booker T. Washington, W.E.B. DuBois, and Alonzo Herndon in the advancement of rights of African Americans or Blacks in the New South Era.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H7	Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.
d.	Examine antisemitism and the resistance to racial equality exemplified in the Leo Frank case.
Least complex	Most complex

	Identify the racial components of the Leo Frank case.	Identify the antisemitic and racial components of the Leo Frank case.	Describe the antisemitic and racial components of the Leo Frank case.
	Identify the racial outcomes of the Leo Frank case.	Identify the antisemitic and racial aspects present before and after the Leo Frank case.	Describe the antisemitic and racial aspects present before and after the Leo Frank case.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H8	Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.
	a. Describe Georgia’s contributions to World War I.
Least complex	
	Most complex

Respond differentially to identify multiple contributions to World War I made by Georgia. Communicate contributions to World War I made by Georgia.	Sort statements about military and civilian contributions to identify those made by Georgia during World War I.	Identify Georgia’s military contributions to World War I. Identify Georgia’s civilian contributions to World War I.	Describe Georgia’s military contributions to World War I. Describe Georgia’s civilian contributions to World War I.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H8	Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.		
	b. Explain economic factors that resulted in the Great Depression. (e.g., boll weevil and drought).		
Least complex			Most complex
	Identify factors (e.g., boll weevil and drought) which resulted in the Great Depression.	Identify the impact of factors (e.g., boll weevil and drought) on the economy during the Great Depression.	Describe factors (e.g., boll weevil and drought) and their impact on the economy during the Great Depression.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H8	Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.
	c. Describe Eugene Talmadge’s opposition to the New Deal Programs.
Least complex	

	Identify aspects of the New Deal which Eugene Talmadge opposed.	Identify two aspects of the New Deal and why those were opposed by Eugene Talmadge.	Identify more than two aspects of the New Deal and why those were opposed by Eugene Talmadge.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H8	Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.
	d. Discuss President Roosevelt’s ties to Georgia, including his visits to Warm Springs and his impact on the state.
Least complex	Most complex

	Identify why President Roosevelt visited Warm Springs.	Identify why President Roosevelt visited Warm Springs and his impact on the local area.	Identify why President Roosevelt visited Warm Springs and his impact on the local area and state.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H8	Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.
	e. Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration.
Least complex	

Respond differentially to identify the purpose of New Deal programs (e.g., Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration).	<p>Identify the purpose of New Deal programs (e.g., Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration).</p> <p>Identify the impact of one New Deal program (e.g., Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration) in Georgia.</p>	Identify the impact of two New Deal programs (e.g., Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration) in Georgia.	Identify the impact of New Deal programs (e.g., Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration) in Georgia.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

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Grade 8: Social Studies: Historical Understandings

SS8H9	Describe the role of Georgia in WWII.
a.	Describe key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor.
Least complex	
	Most complex

Respond differentially to identify key events leading up to American involvement in World War II.	Identify Japan as a nation involved in key events leading up to American involvement in World War II.	Identify key events (e.g., Lend-Lease Act, the bombing of Pearl Harbor) leading up to American involvement in World War II.	Describe key events (e.g., Lend-Lease Act, the bombing of Pearl Harbor) leading up to American involvement in World War II.
Communicate key events leading up to American involvement in World War II.	Identify World War II. Define allies.	Identify American allies during World War II.	

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H9	Describe the role of Georgia in WWII.
	b. Evaluate the purpose and economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards.
Least complex	Most complex

Communicate a response to identify the purpose of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards during World War II.	Match a description of the purpose of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards to the name of the place. Match descriptions of the economic impact to the purpose of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards.	Identify the purpose of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards during World War II. Identify the economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards during World War II.	Describe the purpose of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards during World War II. Describe the economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards during World War II.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H9	Describe the role of Georgia in WWII.
c.	Explain the economic and military contributions of Richard Russell and Carl Vinson.
Least complex	Most complex

	Match the economic and military contributions of Richard Russell and Carl Vinson to the name of the person.	Identify the economic contributions made by Richard Russell. Identify the military contributions of Carl Vinson.	Describe the economic contributions made by Richard Russell. Describe the military contributions of Carl Vinson.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H10	Evaluate key post-World War II developments in Georgia.
a.	Explain how technology transformed agriculture and created a population shift within the state.
Least complex	Most complex

	Identify technology which transformed agriculture in post-World War II Georgia.	Identify a technology and how that technology transformed agriculture in post-World War II Georgia.	Describe the impact of technology on farming practices in post-World War II Georgia.
	Match a technology with how that technology transformed agriculture in post-World War II Georgia.		Describe the impact of the change in farming practices due to technology on populations in farming communities in post-World War II Georgia.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H10	Evaluate key post-World War II developments in Georgia.
b.	Explain how the development of Atlanta under mayors William B. Hartsfield and Ivan Allen, Jr. impacted the state.
Least complex	Most complex

	Match developments within Atlanta to the mayor (William B. Hartsfield or Ivan Allen, Jr.) who implemented the change.	Sort developments within Atlanta by the mayor (William B. Hartsfield or Ivan Allen, Jr.) who implemented the change.	Describe developments within Atlanta by the mayor (William B. Hartsfield or Ivan Allen, Jr.) who implemented the change.
	Match a development within Atlanta to the impact of that development on the state.	Identify the impact of development within Atlanta on the state.	Identify the impact of development within Atlanta on the state.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H10	Evaluate key post-World War II developments in Georgia.
c.	Describe the relationship between the end of the white primary and the 1946 governor’s race.
Least complex	Most complex

	Match descriptions of the white primary and the 1946 governor’s race to the event.	Identify the aspects of the end of the white primary which had an impact on the 1946 governor’s race.	Describe the end of the white primary and the importance of the 1946 governor’s race. Describe the aspects of the end of the white primary which had an impact on the 1946 governor’s race.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H11	Evaluate the role of Georgia in the modern civil rights movement.
a.	Explain Georgia’s response to Brown v. Board of Education including the 1956 flag and the Sibley Commission.
Least complex	Most complex

	Identify the purpose of Brown v. Board of Education and Georgia’s response (e.g., changing the flag and the Sibley Commission).	Identify the reasons for changing the Georgia flag in 1956.	Identify the reasons for and impact of changing the Georgia flag in 1956.
	Identify the changes in Georgia’s flag in 1956.	Identify the purpose and findings of the Sibley Commission.	Describe the impact of the Sibley Commission in light of the Brown v. Board of Education decision.
	Identify the purpose of the Sibley Commission.		

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H11	Evaluate the role of Georgia in the modern civil rights movement.
b.	Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.
Least complex	Most complex

Respond differentially to identify the role of individuals, groups, and events in the Civil Rights Movement.	Identify individuals in the Civil Rights Movement (i.e., Martin Luther King, Jr., John Lewis).	Identify the role of a specific individual, group, or event in the Civil Rights Movement.	Describe the role of specific individuals, groups, or events in the Civil Rights Movement.
Communicate a response to identify the role of individuals, groups, and events in the Civil Rights Movement.	Identify groups in the Civil Rights Movement (i.e., Student Nonviolent Coordinating Committee (SNCC), Southern Christian Leadership Conference (SCLC)).		
	Identify events in the Civil Rights Movement (i.e., the March on Washington).		

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H11	Evaluate the role of Georgia in the modern civil rights movement.
c.	Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox.
Least complex	Most complex

	Match an aspect of the 1964 Civil Rights Act to events or acts of resistance.	Identify acts of resistance to aspects of the 1964 Civil Rights Act.	Identify the purpose of legislation proposed/enacted by Lester Maddox in response to the 1964 Civil Rights Act.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H12	Explain the importance of developments in Georgia since the late 20th century.
a.	Explain how the continued development of Atlanta under mayors Maynard Jackson and Andrew Young impacted the state.
Least complex	
	Most complex

	Match developments within Atlanta to the mayor (Maynard Jackson or Andrew Young) who implemented the change.	Sort developments within Atlanta by the mayor (Maynard Jackson or Andrew Young) who implemented the change.	Describe developments within Atlanta by the mayor (Maynard Jackson or Andrew Young) who implemented the change.
	Match a development within Atlanta to the impact of that development on the state.	Identify the impact of development within Atlanta on the state.	Describe the impact of development within Atlanta on the state.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H12	Explain the importance of developments in Georgia since the late 20th century.
b.	Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.
Least complex	
	Most complex

Respond differentially to identify the role of Jimmy Carter when given a description.	Match a description of the role of Jimmy Carter to the role.	Identify the roles of Jimmy Carter within and outside of Georgia. Describe two roles of Jimmy Carter.	Describe the roles of Jimmy Carter within or outside of Georgia.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H12	Explain the importance of developments in Georgia since the late 20th century.
c.	Evaluate the short-term and long-term impacts of hosting the 1996 Olympics on Georgia’s economic and population growth.
Least complex	Most complex

	Identify the short-term impacts of hosting the 1996 Olympics on economic growth in Georgia.	Identify the short-term and long-term impacts of hosting the 1996 Olympics on economic growth in Georgia.	Describe the short-term and long-term impacts of hosting the 1996 Olympics on economic growth in Georgia.
	Identify the short-term impacts of hosting the 1996 Olympics on population growth in Georgia.	Identify the short-term and long-term impacts of hosting the 1996 Olympics on population growth in Georgia.	Describe the short-term and long-term impacts of hosting the 1996 Olympics on population growth in Georgia.
	Identify the long-term impacts of hosting the 1996 Olympics on economic growth in Georgia.		
	Identify the long-term impacts of hosting the 1996 Olympics on population growth in Georgia.		

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Historical Understandings

SS8H12	Explain the importance of developments in Georgia since the late 20th century.
	d. Analyze Georgia’s role in the national and global economy of the 21st Century, with regard to tourism, Savannah port expansion, and the film industry.
Least complex	Most complex

Respond differentially to identify impacts of Georgia’s role in the national and global economy. Communicate impacts of Georgia’s role in the national and global economy.	Identify ways Georgia plays a role in the national and/or global economy. Identify the impacts of a particular industry (tourism, Savannah port expansion, film industry) on the national and/or global economy.	Identify the impacts of several industries (tourism, Savannah port expansion, film industry) on the national and/or global economy.	Describe the impacts of several industries (tourism, Savannah port expansion, film industry) on the national and/or global economy.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Geographic Understandings

SS8G1	Describe Georgia’s geography and climate.
a.	Locate Georgia in relation to region, nation, continent, and hemispheres.
Least complex	
	Most complex

Respond differentially to locate Georgia in relation to region, nation, and continent. Touch or manipulate items to locate Georgia.	Identify Georgia as a state by name or shape.	Locate Georgia on a regional and national map.	Locate Georgia in relation to the continents.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Geographic Understandings

SS8G1	Describe Georgia’s geography and climate.
	b. Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.
Least complex	
	Most complex

<p>Respond differentially to distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.</p> <p>Touch or manipulate items to distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.</p>	<p>Identify the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.</p> <p>Define climate, agriculture, and economic contributions.</p> <p>Identify icons on a map and/or map key that represent climate, agriculture, and economic contributions.</p>	<p>Describe the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.</p> <p>Use a map to identify the climate, agriculture, or economic contribution of a geographic region of Georgia.</p>	<p>Compare and contrast the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.</p>
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Geographic Understandings

SS8G1	Describe Georgia’s geography and climate.
	c. Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.
Least complex	Most complex

<p>Respond differentially to locate two key physical features (the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee River, Savannah River, barrier islands) on a map of Georgia.</p> <p>Communicate a response to locate two or more key physical features (the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee River, Savannah River, barrier islands) on a map of Georgia.</p> <p>Communicate reasons why a key physical feature (the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee River, Savannah River, barrier islands) is important to Georgia.</p>	<p>Locate three key physical features (the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee River, Savannah River, barrier islands) on a map of Georgia.</p> <p>Identify the importance of a single key physical feature (the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee River, Savannah River, barrier islands) to Georgia.</p>	<p>Locate four key physical features (the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee River, Savannah River, barrier islands) on a map of Georgia.</p> <p>Identify the importance of three key physical features (the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee River, Savannah River, barrier islands) to Georgia.</p>	<p>Locate the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands on a map of Georgia.</p> <p>Identify the importance of key physical features (the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee River, Savannah River, barrier islands) to Georgia.</p>
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Geographic Understandings

SS8G1	Describe Georgia’s geography and climate.
	d. Analyze the importance of water in Georgia’s historical development and economic growth.
Least complex	
	Most complex

Communicate a response to describe one or more ways water was important in Georgia’s historical or economic growth.	<p>Identify the impact of waterways in the historical development of Georgia.</p> <p>Identify the impact of water in the economic growth in Georgia.</p>	Sort statements describing the impact of water in Georgia to the area of growth (historical development or economic growth).	<p>Describe the impact of waterways in the historical development of Georgia.</p> <p>Describe the impact of waterways in the economic growth of Georgia.</p>
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

SS8CG1	Describe the foundations of Georgia’s government.
	a. Explain the basic structure of the Georgia state constitution (preamble, bill of rights, articles, and amendments) as well as its relationship to the United States Constitution.
Least complex	Most complex

Respond differentially to describe parts of the basic structure of Georgia’s state constitution.	Identify the parts of Georgia’s state constitution (preamble, bill of rights, articles, amendments).	Identify the parts of Georgia’s state constitution (preamble, bill of rights, articles, amendments) and the purpose of each part.	Describe the parts of Georgia’s state constitution (preamble, bill of rights, articles, amendments) and describe the purpose of each part.
Communicate a response to identify similarities between Georgia’s constitution and the United States Constitution.	Match a statement regarding the purpose of each part of Georgia’s state constitution to the title of that part. Identify similarities in the structure of Georgia’s state constitution and the United States Constitution.	Identify similarities and differences in the structure of Georgia’s state constitution and the United States Constitution.	Describe ways Georgia’s state constitution is similar in purpose and structure to the United States Constitution.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

SS8CG1	Describe the foundations of Georgia’s government.
b.	Explain separation of powers and checks and balances among Georgia’s three branches of government.
Least complex	Most complex

Respond differentially to identify examples of checks and balances between two branches (executive, legislative, judicial) of state government. Communicate a response to identify examples of checks and balances between two branches (executive, legislative, judicial) of state government.	Identify two or more examples of checks and balances between two branches (executive, legislative, judicial) of state government.	Identify two or more examples of checks and balances among each branch (executive, legislative, judicial) of state government.	Describe two or more examples of checks and balances among each branch (executive, legislative, judicial) of state government.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

SS8CG1	Describe the foundations of Georgia’s government.
c.	Describe the rights and responsibilities of citizens according to the Georgia Constitution.
Least complex	
	Most complex

Respond differentially to match one or more rights and one or more responsibilities of citizens according to the Georgia Constitution. Communicate a response to match one or more rights and one or more responsibilities of citizens according to the Georgia Constitution.	Identify the Georgia Constitution. Identify the rights and responsibilities of citizens according to the Georgia Constitution (i.e., rights such as: right to assemble; right to petition; right to vote; right to trial by jury; responsibilities: serving on a jury; paying taxes).	Identify the rights and responsibilities of citizens according to the Georgia Constitution (i.e., right to life; liberty, and property; equal protection; freedom of speech; freedom of the press).	Describe the rights and responsibilities of citizens according to the Georgia constitution.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

SS8CG1	Describe the foundations of Georgia’s government.
d.	List voting qualifications for elections in Georgia.
Least complex	
	Most complex

Respond differentially to identify the qualifications to vote in Georgia. Communicate a response to identify the qualifications to vote in Georgia.	Identify one or more of the three qualifications to vote in Georgia.	Identify the three qualifications to vote in Georgia.	Describe the three qualifications to vote in Georgia.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

SS8CG1	Describe the foundations of Georgia’s government.
e.	Identify wisdom, justice, and moderation as the three principles in the Pledge of Allegiance to the Georgia Flag.
Least complex	
	Most complex

	Identify the terms wisdom, justice, and moderation within the Pledge of Allegiance to the Georgia Flag.	Identify one principle (wisdom, justice or moderation) within the Pledge of Allegiance to the Georgia Flag.	Identify two principles (wisdom, justice, and/or moderation) within the Pledge of Allegiance to the Georgia Flag.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

S8CG2	Analyze the role of the legislative branch in Georgia.
a.	Explain the qualifications for members of the General Assembly and its role as the law- making body of Georgia.
Least complex	Most complex

Respond differentially to identify one or more of the qualifications for members of the House of Representative.	Identify one or more of the qualifications for members of the House of Representative.	Identify the age, residency, and citizenship qualifications for members of the House of Representative.	Describe the basic qualifications for members of the House of Representative and members of the Senate (e.g., age, residency, and citizenship).
Respond differentially to identify one or more of the qualifications for members of the Senate.	Identify one or more of the qualifications for members of the Senate.	Identify the age, residency, and citizenship qualifications for members of the Senate.	Identify the purpose of the General Assembly and provide multiple examples of what it does.
Communicate a response to identify the purpose of the General Assembly and provide one or more examples of what it does.	Identify the purpose of the General Assembly and provide one or more examples of what it does.	Identify the purpose of the General Assembly and provide two or more examples of what it does.	

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

S8CG2	Analyze the role of the legislative branch in Georgia.
b.	Describe the purpose of the committee system within the Georgia General Assembly.
Least complex	
	Most complex

Respond differentially to identify the role (e.g., create, amend, change or kill legislation) of the committees of the general assembly.	Match the main types of committees (e.g., standing, ad hoc, joint, conference) of the general assembly with their purpose.	Identify the main types of committees (e.g., standing, ad hoc, joint, conference) of the general assembly and their purpose.	Identify the role of four main committees of the general assembly (e.g., the standing, ad hoc, joint and conference committees) in creating, amending, changing or killing legislation.
Communicate a response to identify the role (e.g., create, amend, change or kill legislation) of the committees of the general assembly.	Identify the role (e.g., create, amend, change or kill legislation) of one or more of the main committees of the general assembly.	Describe the role (e.g., create, amend, change or kill legislation) of one or more of the main committees of the general assembly.	

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

S8CG2	Analyze the role of the legislative branch in Georgia.
c.	Explain the process for making a law in Georgia.
Least complex	Most complex

Respond differentially to identify steps to making a law in Georgia. Communicate a response to identify steps to making a law in Georgia.	Identify the beginning and ending steps for making a law in Georgia.	Identify one step at the beginning, middle, and end of the process for making a law in Georgia.	Sequence the steps for making a law in Georgia.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

S8CG2	Analyze the role of the legislative branch in Georgia.
	d. Describe how state government is funded and how spending decisions are made.
Least complex	Most complex

Respond differentially to identify two sources of government revenue (e.g., taxes paid by individuals and businesses, fees, lottery funds).	Identify the sources of government revenue (e.g., taxes paid by individuals and businesses, fees, lottery funds).	Describe two different sources of government revenue (e.g., taxes paid by individuals and businesses, fees, lottery funds) in terms of who pays, amount of revenue, and specific use of funds.	Describe sources of government revenue (e.g., taxes paid by individuals and businesses, fees, lottery funds) in terms of who pays, amount of revenue, and specific use of funds.
Communicate a response to identify steps in state spending decision-making.	Sequence the beginning and ending steps in state spending decision-making.	Sequence the beginning, one middle, and ending steps in state spending decision-making.	Sequence the steps in state spending decision-making.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

SS8CG3	Analyze the role of the executive branch in Georgia state government.
a.	Explain the qualifications for the governor and lieutenant governor and their role in the executive branch of state government.
Least complex	
	Most complex

	Match the qualifications for governor and lieutenant governor with the correct position.	Identify the qualifications for governor.	Describe the qualifications for governor.
	Match the duties of the governor and lieutenant governor with the correct position.	Identify the qualifications for lieutenant governor.	Describe the qualifications for lieutenant governor.
		Identify two or more duties of the governor.	Describe two or more duties of the governor.
		Identify two or more duties of the lieutenant governor.	Describe two or more duties of the lieutenant governor.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

SS8CG3	Analyze the role of the executive branch in Georgia state government.
b.	Describe how the executive branch fulfills its role through state agencies that administer programs and enforce laws.
Least complex	
	Most complex

Respond differentially to match state agencies with what they do. Communicate a response to match state agencies with what they do.	Match state agencies with examples of their role in state government.	Identify state agencies when given examples of their role in state government. Identify the executive branch's involvement (appointing personnel, boards) in the running of state agencies.	Describe different state agencies by providing examples of their role in administering programs and enforcing laws. Describe the executive branch's involvement (appointing personnel, boards) in the running of state agencies.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

SS8CG4	Analyze the role of the judicial branch in Georgia state government.
a.	Describe the ways that judges are selected in Georgia.
Least complex	
	Most complex

Respond differentially to identify correct statements regarding how judges are selected in Georgia. Communicate a response to describe correct statements regarding how judges are selected in Georgia.	Identify ways judges are selected in Georgia. Match a type of judge with the way that judge is selected in Georgia.	Identify a specific type of judge and identify the way that judge is selected in Georgia.	Identify the different ways judges are selected in Georgia.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

SS8CG4	Analyze the role of the judicial branch in Georgia state government.
b.	Analyze the dual purpose of the judicial branch: to interpret the laws of Georgia and administer justice in our legal system.
Least complex	
	Most complex

Respond differentially to describe how the judicial branch interprets laws and administers justice.	Describe one or more ways the judicial branch interprets laws and administers justice.	Describe two or more ways the judicial branch interprets laws and administers justice.	Describe multiple ways the judicial branch interprets laws and administers justice.
Communicate a response to describe how the judicial branch interprets laws and administers justice.			

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

SS8CG4	Analyze the role of the judicial branch in Georgia state government.
c.	Explain the difference between criminal law and civil law.
Least complex	
	Most complex

	Match the terms criminal law and civil law with their definition.	Identify the differences between criminal law and civil law (e.g., who is involved, types of claims, sentences/outcomes).	Describe the differences between criminal law and civil law (e.g., who is involved, types of claims, sentences/outcomes).
	Match examples of criminal and civil cases with the type.	Identify examples of criminal and civil cases.	Provide multiple examples of criminal and civil cases.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

SS8CG4	Analyze the role of the judicial branch in Georgia state government.
d.	Explain the steps in the adult criminal justice system beginning with arrest.
Least complex	Most complex

Respond differentially to identify the steps of the adult criminal justice system.	Sequence the beginning and ending of steps of the adult criminal justice system, beginning with arrest.	Sequence the beginning, ending, and one middle step of the adult criminal justice system, beginning with arrest.	Sequence of steps of the adult criminal justice system, beginning with arrest.
Communicate a response to describe steps of the adult criminal justice system.		Match people with the roles each play in the steps in the adult criminal justice system.	Identify the people involved in each step in the adult criminal justice system.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

SS8CG5	Explain how the Georgia court system treats juvenile offenders.
a.	Explain the difference between delinquent and unruly behavior and the consequences of each.
Least complex	Most complex

Respond differentially to match the terms delinquent behavior and unruly behavior with their definition.	Sort examples of delinquent and unruly behavior by the terms and definition.	Identify the definition of delinquent and unruly behaviors.	Define the terms delinquent behavior and unruly behavior.
Respond differentially to identify real life examples of consequences for delinquent or unruly behavior.	Match real life examples of consequences of delinquent and unruly behaviors to the term.	Identify real life examples of consequences as being appropriate for delinquent or unruly behaviors.	Describe real life examples of delinquent and unruly behavior and possible consequences.
Communicate a response to define delinquent and unruly behavior.			

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

SS8CG5	Explain how the Georgia court system treats juvenile offenders.
	b. Describe the rights of juveniles involved in the juvenile justice system.
Least complex	Most complex

Respond differentially to identify the rights of juveniles within the Georgia court system.	Define a juvenile. Identify the juvenile justice system.	Identify the rights of juveniles involved in the justice system.	Describe the rights of juveniles involved in the justice system.
Communicate a response to identify the rights of juveniles within the Georgia court system.			

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

SS8CG5	Explain how the Georgia court system treats juvenile offenders.
c.	Explain the steps in the juvenile justice system when a juvenile is first taken into custody.
Least complex	
	Most complex

Respond differentially to identify the steps in the juvenile criminal justice system. Communicate a response to describe steps in the juvenile criminal justice system.	Sequence the beginning and ending of steps of the juvenile criminal justice system, beginning when a juvenile is first taken into custody.	Sequence the beginning, ending, and one middle step of the juvenile criminal justice system, beginning when a juvenile is first taken into custody. Match people with the roles each play in the steps in the juvenile criminal justice system.	Sequence steps of the juvenile criminal justice system beginning, when a juvenile is first taken into custody. Identify the people involved in each step in the juvenile criminal justice system.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Government/Civic Understandings

SS8CG6	Analyze the role of local governments in the state of Georgia.
a.	Explain the origins and purposes, of city, county, and special-purpose governments in Georgia.
Least complex	
	Most complex

Respond differentially to match the roles of city, county, and special purpose governments with examples that define their purpose. Communicate a response to match the roles of city, county, and special purpose governments with examples that define their purpose.	Identify the progression of cities, counties, and special-purpose governments in Georgia. Match descriptions of the roles of cities, counties, and special-purpose governments to the government they describe.	Identify the roles of cities, counties, and special-purpose governments in Georgia. Match the roles of city, county, and special purpose governments with real life examples that define their purpose.	Define the roles of cities, counties, and special-purpose governments in Georgia. Describe the progression of cities, counties, and special-purpose governments in Georgia.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

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Grade 8: Social Studies: Government/Civic Understandings

SS8CG6	Analyze the role of local governments in the state of Georgia.
	b. Describe how local government is funded and how spending decisions are made.
Least complex	
	Most complex

Respond differentially to identify two sources of local government revenue (e.g., taxes paid by individuals and businesses, fees, local option sales taxes, state and federal programs). Communicate a response to identify steps in local government spending decision-making.	Identify the sources of local government revenue (e.g., taxes paid by individuals and businesses, fees, local option sales taxes, state and federal programs). Sequence the beginning and ending steps in local government spending decision-making.	Describe two different sources of local government revenue (e.g., taxes paid by individuals and businesses, fees, local option sales taxes, state and federal programs) in terms of who pays, amount of revenue, and specific use of funds. Sequence the beginning, one middle, and ending steps in local government spending decision-making.	Describe sources of local government revenue (e.g., taxes paid by individuals and businesses, fees, local option sales taxes, state and federal programs) in terms of who pays, amount of revenue, and specific use of funds. Sequence the steps in local government spending decision-making.
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Grade 8: Social Studies: Economic Understandings

SS8E1	Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state’s economy.
	a. Evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, deepwater ports, and railroads interact to support the exchange of goods and services domestically and internationally.
Least complex	

<p>Respond differentially to identify ways Georgia’s transportation systems work together to move goods.</p> <p>Communicate a response to identify ways Georgia’s transportation systems work together to move goods.</p>	<p>Identify an exchange of a good or service through Georgia utilizing the Interstate Highway System, Hartsfield-Jackson International Airport, deepwater ports, and railroads.</p>	<p>Identify two or more ways Georgia’s transportation systems work together to exchange goods and services domestically.</p> <p>Identify two or more ways Georgia’s transportation systems work together to exchange goods and services internationally.</p>	<p>Describe two or more ways Georgia’s transportation systems work together to move goods domestically.</p> <p>Describe two or more ways Georgia’s transportation systems work together to move goods internationally.</p>
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Grade 8: Social Studies: Economic Understandings

SS8E1	Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state’s economy.
	b. Explain how the four transportation systems provide jobs for Georgians.
Least complex	

<p>Respond differentially to identify jobs provided to Georgians by one of the four transportation systems.</p> <p>Communicate a response to identify jobs provided to Georgians by one of the four transportation systems.</p>	<p>Match transportation system to the types of jobs provided to Georgians.</p>	<p>Identify two or more types of jobs provided to Georgians by each of the four transportation systems.</p>	<p>Describe the types of jobs each of the four transportation systems provide for Georgians.</p>
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Grade 8: Social Studies: Economic Understandings

SS8E2	Evaluate the influence of Georgia-based businesses on the State’s economic growth and development.
a.	Describe how profit is an incentive for entrepreneurs.
Least complex	Most complex

	Identify how entrepreneurs utilize profits.	Describe how entrepreneurs utilize profits. Identify how entrepreneurs grow profits.	Identify how profit is an incentive for entrepreneurs.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

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Grade 8: Social Studies: Economic Understandings

SS8E2	Evaluate the influence of Georgia-based businesses on the State’s economic growth and development.
b.	Explain how entrepreneurs take risks to develop new goods and services to start a business.
Least complex	Most complex

Respond differentially to identify real-life entrepreneurs and the risks they took when developing new goods/services to start a business.	Match examples of real-life entrepreneurs and the risks they took when developing new goods/services to start a business.	Identify the risks entrepreneurs take when developing new goods/services and starting a business.	Describe the risks entrepreneurs take when developing new goods/services and starting a business.
Communicate a response to identify real-life entrepreneurs and the risks they took when developing new goods/services to start a business.		Provide examples of real-life entrepreneurs and the risks they took when developing new goods/services to start a business.	

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Grade 8: Social Studies: Economic Understandings

SS8E2	Evaluate the influence of Georgia-based businesses on the State’s economic growth and development.
c.	Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.
Least complex	
	Most complex

Respond differentially to identify Georgia industries within areas of agriculture, entertainment, manufacturing, service, and technology that impact the economy of our state.	Match Georgia industries that impact the economy to the areas of agriculture, entertainment, manufacturing, service, and/or technology.	Identify two or more Georgia industries within areas of agriculture, entertainment, manufacturing, service, and technology that impact the economy of our state. Identify the economic impact of one area of industry (e.g., agricultural, entertainment, manufacturing, service, technology) in Georgia.	Describe two or more Georgia industries within areas of agriculture, entertainment, manufacturing, service, and technology that impact the economy of our state. Describe the economic impact of one area of industry (e.g., agricultural, entertainment, manufacturing, service, technology) in Georgia.
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Grade 8: Social Studies: Economic Understandings

SS8E3	Explain the principles of effective personal money management.
a.	Explain that income is the starting point for personal financial management.
Least complex	Most complex

Respond differentially to identify real-life examples of income. Communicate a response to identify real-life examples of income.	Define income.	Identify sources or types of income.	Describe income as money earned through employment and investments. Provide real-life examples of income as the first step of a personal financial management plan.
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Grade 8: Social Studies: Economic Understandings

SS8E3	Explain the principles of effective personal money management.
b.	Describe the reasons for and the benefits of a household budget.
Least complex	Most complex

Respond differentially to identify the reasons for and the benefits of a household budget.	Identify and/or define income. Identify and/or define expenditure.	Identify the reasons for or benefits of a household budget.	Describe the reasons for or benefits of a household budget.
Communicate a response to identify the reasons for and the benefits of a household budget.	Identify and/or define a household budget.		

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 8: Social Studies: Economic Understandings

SS8E3	Explain the principles of effective personal money management.
c.	Describe the reasons for and the benefits of savings.
Least complex	Most complex

Respond differentially to identify the reasons for and the benefits of savings.	Identify and/or define savings.	Identify the reasons for or a benefit of savings.	Describe the reasons for or benefits of savings.
Communicate a response to identify the reasons for and the benefits of savings.			

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Grade 8: Social Studies: Economic Understandings

SS8E3	Explain the principles of effective personal money management.
d.	Describe the uses of debt and associated risks.
Least complex	
	Most complex

Respond differentially to identify types of debt.	Define debt, credit, interest, and bankruptcy.	Identify uses of debt.	Describe uses of debt.
Respond differentially to identify debt risks.		Identify the risks of debt.	Describe debt risks using real-life examples.
Communicate a response to identify types of debt.			

Map and Globe Skills and Information Processing Skills should be taught across the standards.

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