Georgia

Milestones

Assessment System

Study/Resource Guide for Students and Parents

Grade 8

Study/Resource Guide

The Study/Resource Guides are intended to serve as a resource for parents and students. They contain practice questions and learning activities for each content area. The standards identified in the Study/Resource Guides address a sampling of the state-mandated content standards.

For the purposes of day-to-day classroom instruction, teachers should consult the wide array of resources that can be found at www.georgiastandards.org.

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THE GEORGIA MILESTONES ASSESSMENT SYSTEM

Dear Student,

This **Georgia Milestones Grade 8 Study/Resource Guide for Students and Parents** is intended as a resource for parents and students. It contains sample questions and helpful activities to give you an idea of what test questions look like on Georgia Milestones and what the Grade 8 End-of-Grade (EOG) assessment covers.

These sample questions are fully explained and will tell you why each answer is either correct or incorrect.

Get ready—open this guide—and get started!

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HOW TO USE THIS GUIDE

Let's get started!

- **Get it together!**
  - This guide
  - Pen or pencil
  - Highlighter
  - Paper
  - Scientific Calculator

- **Gather materials**
  - Classroom notebooks
  - Textbooks

- **Study space**
  - Find a comfortable place to sit.
  - Use good lighting.
  - Time to focus—no TV, games, or phones!

- **Study time**
  - Set aside some time after school.
  - Set a goal—how long are you going to study?
  - Remember—you cannot do this all at one time.
  - Study a little at a time every day.

- **Study buddy**
  - Work with a friend, sister, brother, parent—anyone who can help!
  - Ask questions—it is better to ask now and get answers.
  - Make sure you know what you need to do—read the directions before you start.
  - Ask your teacher if you need help.

- **Test-taking help**
  - Read each question and all of the answer choices carefully.
  - Be neat—use scratch paper.
  - Check your work!

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PREPARING FOR TAKING TESTS

Getting ready!

Here are some ideas to think about before you take a test.

- Get plenty of rest and eat right. Take care of your body and your mind will do the rest.
- If you are worried about a test, don't be. Talk with a teacher, parent, or friend about what is expected of you.
- Review the things you have learned all year long. Feel good about it.
- Remember that a test is just one look at what you know. Your class work, projects, and other tests will also show your teachers how much you have learned throughout the year.

Try your best!

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OVERVIEW OF THE END-OF-GRADE ASSESSMENT

What is on the End-of-Grade Assessment?

- **English Language Arts (ELA)**
- **Mathematics**
- **Science**
- **Social Studies**

TYPES OF ITEMS

- **Selected-response items**—also called multiple-choice questions
  - Appear in English Language Arts (ELA), Mathematics, Science, and Social Studies
  - There is a question, problem, or statement that is followed by four answer choices.
  - There is only ONE right answer, so read EACH answer choice carefully.
  - Eliminate the answers that you know are wrong.
  - Look for the answer that is the BEST choice.

- **Technology-enhanced items**
  - These types of items appear in English Language Arts (ELA), Mathematics, Science, and Social Studies and are worth one or two points. Partial credit may be awarded on two-point items if you select some but not all of the correct answers or if you get one part of the question correct but not the other part.
  - There is a question, problem, or statement.
  - Read the directions for each item carefully.
  - Eliminate the answers you know are wrong.
  - In multi-select items, you will be asked to select more than one right answer.
  - In multi-part items, the items will have more than one part. You will need to provide an answer in each part. Sometimes, the different parts of the items are dependent on each other.
  - In evidence-based selected-response (EBSR) items, you will be asked to answer the first part of the question. Then, you will answer the second part of the question based on the answer to the first part.
  - In drag-and-drop items, you will be asked to use a mouse, touchpad, or touchscreen to move responses to designated areas on the screen.
  - In drop-down menu items, you will be asked to use a mouse, touchpad, or touchscreen to open a drop-down menu and select an option from the menu. A drop-down menu item may have more than one drop-down menu.
  - In keypad-input items, you will be asked to use a physical keyboard or the pop-up keyboard on a touchscreen to type a number, expression, or equation into an answer box.
  - In coordinate-graph items, you will be asked to use a mouse, touchpad, or touchscreen to draw lines and/or plot points on a coordinate grid on the screen.
  - In line-plot items, you will be asked to use a mouse, touchpad, or touchscreen to place Xs above a number line to create a line plot.

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- In bar-graph items, you will be asked to use a mouse, touchpad, or touchscreen to select the height of each bar to create a bar graph.
- In number-line items, you will be asked to use a mouse, touchpad, or touchscreen to plot a point and/or represent inequalities.
- Since some technology-enhanced items in this guide were designed to be used in an online, interactive-delivery format, some of the item-level directions will not appear to be applicable when working within the format presented in this document (for example, "Move the characteristics into boxes," "Create a scatter plot," or "Click To Respond").
- This icon ➲ identifies special directions that will help you answer technology-enhanced items as shown in the format presented within this guide. These directions do not appear in the online version of the test but explain information about how the item works that would be easily identifiable if you were completing the item in an online environment.
- To practice using technology-enhanced items in an online environment very similar to how they will appear on the online test, visit "Experience Online Testing Georgia."
  1. Go to the website "Welcome to Experience Online Testing Georgia" (http://gaexperienceonline.com/).
  2. Select "Test Practice."
  3. On the right side of the page, you will see "End-of-Grade (EOG) Spring Main." Select "Online Tools Training" which appears underneath it.
  4. Select "EOG Test Practice."
  5. Select "Technology Enhanced Items."
  6. Select "All Grades."
  7. You will be taken to a login screen. Use the username and password provided on the screen to log in and practice navigating technology-enhanced items online.

  Please note that Google Chrome is the only supported browser for this public version of the online testing environment.

✻ **Constructed-response items**

- Appear in English Language Arts (ELA) only
- There is a question, problem, or statement but no answer choices.
- Read the question carefully and think about what you are asked to do.
- You must write your answer.
- Go back to the passage to look for details and information.
- You will be scored on accuracy and how well you support your answer with evidence.

✻ **Extended constructed-response items**

- Appear in English Language Arts (ELA) only
- These are similar to the constructed-response items.
- Sometimes they have more than one part, or they require a longer answer.
- Check that you have answered all parts of the question.

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- **Extended writing-response**
  - Appears in English Language Arts (ELA) only
  - There is a question, problem, or statement.
  - You may be asked to do more than one thing.
  - You will be asked to read two passages and then write an essay.
  - You will be scored on how well you answer the question and the quality of your writing.
  - Organize your ideas clearly.
  - Use correct grammar, punctuation, and spelling.
  - Support your answer with evidence from the text.

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DEPTH OF KNOWLEDGE

Test questions are designed with a Depth of Knowledge (DOK) level in mind. As you go from Level 1 to Level 4, the questions get more and more challenging. They take more thinking and reasoning to answer. You may have experienced these types of questions in your classroom as your teachers find ways to challenge you each day.

A Level 1 item may not require as much thinking as a Level 4 item—but that does not mean it's easy.

A Level 4 item may have more than one part or ask you to write something.

Here is some information to help you understand just what a DOK level really is.

Level 1 (Recall of Information)

- Identify, list, or define something.
- Questions may start with *who, what, when*, and *where*.
- Recall facts, terms, or identify information.

Level 2 (Basic Reasoning)

- Think about things—it is more than just remembering something.
- Describe or explain something.
- Answer the questions "how" or "why."

Level 3 (Complex Reasoning)

- Go beyond explaining or describing "how and why."
- Explain or justify your answers.
- Give reasons and evidence for your response.
- Make connections and explain a concept or a "big idea."

Level 4 (Extended Reasoning)

- Complex thinking required!
- Plan, investigate, or apply a deeper understanding.
- These items will take more time to write.
- Connect and relate ideas.
- Show evidence by doing a task, creating a product, or writing a response.

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Depth of Knowledge

Level 1—Recall of Information	
Level 1 asks you to identify, list, or define. You may be asked to recall *who, what, when*, and *where*. You may also be asked to recall facts and terms or identify information in documents, quotations, maps, charts, tables, graphs, or illustrations. Items that ask you to "describe" and/or "explain" could be Level 1 or Level 2. A Level 1 item requires that you just recall, recite, or repeat information.	
Skills Demonstrated	**Question Cues**
• Make observations • Recall information • Recognize formulas, properties, patterns, processes • Know vocabulary, definitions • Know basic concepts • Perform one-step processes • Translate from one representation to another • Identify relationships	• Tell who, what, when, or where • Find • List • Define • Identify; label; name • Choose; select • Compute; estimate • Express as • Read from data displays • Order

Level 2—Basic Reasoning	
Level 2 includes some thinking that goes beyond recalling or repeating a response. A Level 2 "describe" and/or "explain" item would require that you go beyond a description or explanation of information to describe and/or explain a result or "how" or "why."	
Skills Demonstrated	**Question Cues**
• Apply learned information to abstract and real-life situations • Use methods, concepts, and theories in abstract and real-life situations • Perform multi-step processes • Solve problems using required skills or knowledge (requires more than habitual response) • Make a decision about how to proceed • Identify and organize components of a whole • Extend patterns • Identify/describe cause and effect • Make basic inferences or logical predictions from data or text • Interpret facts • Compare or contrast simple concepts/ideas	• Apply • Calculate; solve • Complete • Describe • Explain how; demonstrate • Construct data displays • Construct; draw • Analyze • Extend • Connect • Classify • Arrange • Compare; contrast • Predict

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Level 3—Complex Reasoning	
Level 3 requires reasoning, using evidence, and thinking on a higher level than Level 1 and Level 2. You will go beyond explaining or describing "how and why" to justifying the "how and why" through reasons and evidence. Level 3 items often involve making connections across time and place to explain a concept or a "big idea."	
Skills Demonstrated	**Question Cues**
• Solve an open-ended problem with more than one correct answer • Create a pattern • Generalize from given facts • Relate knowledge from several sources • Draw conclusions • Translate knowledge into new contexts • Compare and discriminate between ideas • Assess value of methods, concepts, theories, processes, and formulas • Make choices based on a reasoned argument • Verify the value of evidence, information, numbers, and data	• Plan; prepare • Create; design • Ask "what if?" questions • Generalize • Justify; explain why; support; convince • Assess • Rank; grade • Test; judge • Recommend • Select • Conclude

Level 4—Extended Reasoning	
Level 4 requires the complex reasoning of Level 3 with the addition of planning, investigating, applying deeper understanding, and/or developing that will require a longer period of time. You may be asked to connect and relate ideas and concepts *within* the content area or *among* content areas in order to be at this highest level. The Level 4 items would be a show of evidence—through a task, a product, or an extended response—that the higher level demands have been met.	
Skills Demonstrated	**Question Cues**
• Analyze and synthesize information from multiple sources • Examine and explain alternative perspectives across a variety of sources • Describe and illustrate how common themes are found across texts from different cultures • Apply mathematical models to illuminate a problem or situation • Design a mathematical model to inform and solve a practical or abstract situation • Combine and synthesize ideas into new concepts	• Design • Connect • Synthesize • Apply concepts • Critique • Analyze • Create • Prove

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ENGLISH LANGUAGE ARTS (ELA)

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 8 English Language Arts (ELA) EOG assessment has a total of 51 items.

You will answer a variety of item types on the test. Some of the items are selected-response (multiple-choice), which means you choose the correct answer from four choices. Some items will ask you to write your response using details from the text. There will also be a writing prompt that will ask you to write an essay.

The test will be given in three sections.

- Section 1 will be given on Day 1. You will be given a maximum of 90 minutes to complete the section.
- Sections 2 and 3 will be given over one or two days. You may have up to 80 minutes to complete each section.

CONTENT

The Grade 8 English Language Arts (ELA) EOG assessment will measure the Grade 8 standards that are described at www.georgiastandards.org.

The content of the assessment covers standards that are reported under these domains:

- Reading and Vocabulary
- Writing and Language

There are two kinds of texts—literary and informational text.

There are two kinds of essays students may be asked to write—an argumentative essay and an informational/explanatory essay.

Students will also write an extended constructed-response using narrative techniques. Students may be asked to continue a story or perhaps write a new beginning, for example. The stimulus text may be literary or informational. (Item 5 on page 33 gives an example of a prompt that requires a narrative response.)

ITEM TYPES

The English Language Arts (ELA) portion of the Grade 8 EOG assessment consists of selected-response (multiple-choice), technology-enhanced, constructed-response, extended constructed-response, and extended writing-response items.

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ENGLISH LANGUAGE ARTS (ELA) DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent applicable DOK levels are provided for you on the following pages. The items and explanations of what is expected of you to answer them will help you prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Example Item 1

Selected-Response

DOK Level 1: This is a DOK level 1 item because it requires students to recognize an infinitive and how it functions in the sentence.

English Language Arts (ELA) Grade 8 Content Domain II: Writing and Language

Standard: ELAGSE8L1a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

How does the underlined phrase function in the sentence?

Because field trips are educational, the class wanted <u>to visit</u> the museum.

A. verb
B. subject
C. direct object
D. predicate nominative

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) direct object. The words *to visit* are an infinitive, which functions as a noun. In this sentence, they are the direct object of the verb *wanted*. Choice (A) is incorrect because, although *visit* can function as a verb in other sentences, *wanted* is actually the verb in this sentence. Choice (B) is incorrect because *class* is the subject of the sentence. Choice (D) is incorrect because the sentence does not contain a verb of *being*.

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This section of the test assesses your skill to comprehend reading passages and use information from the passages to write an informational essay.

Before you begin writing your essay, you will read two passages and answer one multiple-choice question and one short constructed-response question about what you have read.

As you read the passages, think about details you may use in an informational essay about the famous illusionist Harry Houdini.

These are the titles of the passages you will read:

1. Show Me Impossible
2. Houdini

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Show Me Impossible

It was barely 5 A.M. when Daniel left his two-room apartment on the Lower East Side of New York City and headed uptown. He had read yesterday's newspaper with excitement. Stories about Houdini had been plastered on the front pages of the papers for weeks—ever since his last show when he was handcuffed, then nailed inside a packing crate, and subsequently thrown into the river. Harry Houdini, the most sensational escape artist of all time, not only survived the incident, but swam to the surface in record time, where he was greeted by a crowd of cheering fans.

Daniel knew he had to see him, and the escape artist's next show was near enough for Daniel to attend. So Daniel got on the train especially early in the morning to make sure he was there before anyone else. He had heard about the crowds that came to Houdini's performances. He was not only determined to be there himself, but he was going to secure a seat in the first row.

"This man," Daniel had read earlier that week in the paper, "is a marvel. Either he has superhuman strength and skill, or he's an exceptionally clever illusionist. Either way, he's the most daring performer the world has ever seen." *Illusionist*—the word grabbed him. He whispered it quietly, forming the syllables with his lips. Then he said it out loud. "Illusionist." He loved the way it rolled off his tongue.

It certainly was not a word that was familiar in Daniel's world. In 1924, you were expected to remain grounded in reality, the polar opposite of illusion. Daniel thought about his former schoolteacher, Mrs. Thorpe, and the lessons she taught stressing that everything was explainable by science. Once he had chosen a fantasy novel from the library to read just for fun, but Mrs. Thorpe discouraged it. "I prefer that you choose a sensible book," she said. "That book is nothing more than nonsense."

She most likely would assert that Houdini was nothing but nonsense, too, Daniel thought. Houdini made the impossible happen—an illusionist can do that. An illusionist allows people to see the impossible—or what they presume to be impossible. Houdini was making believers out of the millions who saw him perform, believers in the impossible.

Daniel had looked up the word in a dictionary. "Illusionist." Houdini created illusions—he was a master at tricks of the eye. This man had been sealed inside a giant football and the carcass of a giant squid. He had been strapped in a straightjacket and hung by his ankles from the tops of tall buildings. The dictionary defined illusionist as "a person who performs tricks that deceive the eye." Mrs. Thorpe had used that term, "deceive the eye," in a science lesson. Daniel just knew that he had to see Houdini so that this daring illusionist could make him a believer, too.

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Houdini

In 1918, a man and an elephant stood in the center of the Hippodrome Theater's stage in the heart of New York City. As a spotlight beamed down upon them, the man raised his arm high in the air, a popping sound was heard, and in a flash, Jennie, the 10,000-pound elephant, suddenly disappeared. All that was left standing on the stage was the man alone. The elephant had vanished into thin air. And the man standing on the stage was Harry Houdini.

Houdini was born Erik Weisz in Budapest, Hungary. Upon immigrating to the United States, he first took up residence in Appleton, Wisconsin. He later became a circus entertainer performing trapeze acts. However, when the circus traveled to New York City, he knew it to be the right place for a performer.

He had a smattering of success in vaudeville, but eventually found his way into escape performances. It seemed that he had a great talent for picking locks, and that led to other feats—escapes from trunks, straightjackets, and even coffins. The phrase "They do it with mirrors" was applied to Houdini many times. Disbelievers felt that he was little more than an illusionist, a trickster. They accused him of deceit, stating that he cheated with trap doors or only appeared to be nailed in a box or locked in chains.

However, the unglamorous truth was that Houdini was a superb physical being with some enormous talents. For instance, he could hold his breath for an extraordinary amount of time. Additionally, he was strong and determined. When being tied up or bound in a straightjacket, he would fill his lungs to capacity and flex his muscles. That way he could gain a few millimeters of free space which would enable his forthcoming escape. He was not afraid to dislocate joints, such as a shoulder, or even rip flesh pulling an arm or a hand free of bindings. He might conceal a piece of metal under his tongue and use it to pick a lock. But free himself he would, and he did it without mirrors or any other kind of magic.

Despite the accusations of deception, Houdini remained popular with the American public. He continued to dream up more and more dangerous stunts, and people flocked to see them. No matter what people believed about him, he always escaped in the most straightforward way. He unlocked the locks, he got free of the chains, he made a tiny space in a lid into a bigger space. He used talent, strength, and resourcefulness, without any trickery.

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Example Item 2

Selected-Response

DOK Level 2: This is a DOK level 2 item because the meaning of the phrase is based on the context of the passage.

English Language Arts (ELA) Grade 8 Content Domain I: Reading and Vocabulary

Genre: Literary

Standard: ELAGSE8L4a. 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.

Read the sentences from "Show Me Impossible."

> ***Illusionist***—**<u>the word grabbed him</u>. He whispered it quietly, forming the syllables with his lips. Then he said it out loud. "Illusionist." He loved the way it rolled off his tongue.**

What does the phrase *the word grabbed him* express to the reader?

A. Daniel is confused by the word "illusionist."
B. Daniel thinks the word "illusionist" is humorous.
C. Daniel is fascinated by the word "illusionist."
D. Daniel thinks the word "illusionist" is surprising.

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) Daniel is fascinated by the word "illusionist." The paragraph makes it clear that Daniel is enchanted, or fascinated, by the word. Choices (A), (B), and (D) are incorrect because they do not convey the meaning the author intended. Choice (A) is not the best choice because the sentence "He loved the way it rolled off his tongue" does not indicate confusion. Choices (B) and (D) are incorrect because Daniel's actions do not indicate that he finds the word "illusionist" to be humorous or especially surprising.

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Example Item 3

Constructed-Response

DOK Level 3: This is a DOK level 3 item because students are asked to infer meaning from the text and analyze the paragraph's importance to the passage as a whole.

English Language Arts (ELA) Grade 8 Content Domain I: Reading and Vocabulary

Genre: Informational

Standard: ELAGSE8RI5. 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.

Explain how paragraph 4 of "Houdini" develops the concept that Houdini relied on his own abilities rather than trickery.

Use details from the passage to support your answer. Write your answer on the lines on your answer document.

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Scoring Rubric

Points	Description
2	The exemplar shows a full-credit response. It achieves the following: • Gives sufficient evidence of the ability to explain how a paragraph in a text helps to develop and refine a key concept within the text • Includes specific examples/details that make clear reference to the text • Adequately explains the development of a concept with relevant information based on the text
1	The exemplar shows a 1-point response. It achieves the following: • Gives limited evidence of the ability to explain how a paragraph in a text develops and refines a key concept within the text • Includes vague/limited examples/details that make reference to the text • Explains the development of a concept with vague/limited information based on the text
0	The exemplar shows a response that would earn no credit. It achieves the following: • Gives no evidence of the ability to explain how a paragraph in a text develops and refines a key concept within the text

Exemplar Response

Points Awarded	Sample Response
2	Paragraph 4 explains how Houdini was able to perform these tricks because he was strong and clever. He knew what he was doing and had ways to escape that were planned out in advance and did not rely on magic or illusions. They were real feats of strength. Houdini would fill his lungs with air or hide a metal pick under his tongue. He was not really performing magic. Instead, he had figured out ways to escape from the most difficult physical situations.
1	Paragraph 4 explains that Houdini had figured out how to escape and make it seem like magic or illusions. You learn about this when you read this paragraph. He could hold his breath for a long period of time. He knew what to do.
0	Paragraph 4 talks about Houdini and his magic. He was strong.

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Example Item 4

Extended Writing-Response

DOK Level 4: This is a DOK level 4 item because it requires analyzing and synthesizing information from different sources. Students must combine ideas from the two passages and write an essay that builds on what was read and explains something new.

English Language Arts (ELA) Grade 8 Content Domain II: Writing and Language

Genres: Literary and Informational

Standards:

ELAGSE8W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ELAGSE8L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE8L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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WRITING TASK

Harry Houdini achieved fame and success in his work as an illusionist.

Think about the ideas in BOTH passages. Then write an **informational essay** in your own words explaining how Houdini achieved success as an illusionist.

Be sure to use information from BOTH passages in your **informational essay**.

Writer's Checklist

Be sure to:

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use appropriate and varied transitions to connect ideas and to clarify the relationships among ideas and concepts.
- Use clear language and vocabulary.
- Establish and maintain a formal style.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your informational essay on your answer document. Refer to the Writer's Checklist as you write and proofread your essay.

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The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based informational/explanatory response on pages 97 and 98 to see why this example would earn the maximum number of points.

Example of a Seven-Point Response:

Houdini was a very successful illusionist. The fact that he had so many fans and was able to do such difficult tricks shows just how much he achieved. The passages support the fact that Houdini achieved success in his work using different perspectives.

In "Show Me Impossible," Daniel is a great example of the reasons why Houdini was successful at attracting so many fans that loved him. Daniel makes a big effort to see Houdini perform, even waking up before 5 A.M. to get a front row seat at Houdini's show! Daniel is not sure if Houdini has "superhuman strength and skill" or if he is "an exceptionally clever illusionist," but he is still very impressed and curious. Daniel also knows that Houdini has had an effect on "the millions who saw him perform" and can't wait to become a believer in the illusions himself.

The passage "Houdini" focuses much more on the reasons why Houdini was able to accomplish successful illusions. Houdini used his own cleverness and physical abilities to perform tricks and illusions that intrigued people. Some people did not believe in his illusions, but Houdini still attracted attention. For these reasons, Houdini "remained popular with the American public" and people "flocked" to see him perform illusions.

No matter what the perspective is, both passages support the fact that Houdini was a successful illusionist. People are still inspired by his amazing tricks to this day, and they still wonder how he achieved things that seemed to be impossible.

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ENGLISH LANGUAGE ARTS (ELA) CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

In this section, you will find information about what to study in order to prepare for the Grade 8 English Language Arts EOG assessment. This includes main ideas and important vocabulary words. This section also contains practice questions, with explanations of the correct answers, and activities that you can do on your own or with your classmates or family to prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Unit 1: Reading Literary Text

READING PASSAGES: LITERARY TEXT

CONTENT DESCRIPTION

The literary passages in the English Language Arts test are used to identify main ideas and details, cite evidence, make inferences, determine themes, and understand vocabulary. You may be asked to write a narrative in response to a prompt based on a literary passage. For more information about narrative writing, please refer to Unit 3.

Key Ideas and Details

- Think about the passage and visualize, or make a mental picture, as you read.
- Look for ideas and details that tell you what the passage is about.
- Use these ideas and details when writing or speaking about the passage.
- Look for a theme and/or central idea as you read. Think about how the author develops and supports this theme or central idea over the course of the passage.
- Think about how particular lines of dialogue or incidents in the passage propel the action, reveal aspects of character, or provoke a decision.
- Summarize the passage in a way that makes it impossible to determine your personal feelings about the passage.

Craft and Structure

- Make sure you understand the words and phrases as you read, including the impact of figurative language (e.g., metaphor, simile, hyperbole, personification, idiom).
- Think about how the author's word choice impacts meaning and tone.
- Look at the structure of two or more passages. Think about how the different structure of each passage (e.g., chronological order, cause and effect, comparison and contrast, problem and solution) contributes to its meaning and style.
- Identify dramatic irony in the passage. Think about how the differences in the points of view of characters and the reader create such effects as suspense or humor.

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Integration of Knowledge and Ideas

- Generalize concepts of theme, pattern of events, and character types so that specific instances of these may be recognized as having similarities or differences.
- Build background knowledge of major foundational works from which modern literature draws themes (e.g., Homer, Ovid, Shakespeare, mythology from various cultures).

KEY TERMS

Literary texts: Literary texts are passages that are stories, dramas, or poems. (RL)

Inference: To infer means to come to a reasonable conclusion based on evidence found in the text. By contrast, an **explicit** idea or message is fully stated or revealed by the author. The author tells the reader exactly what he or she needs to know. (RL1)

Theme: The theme of a literary passage is its lesson or message. For example, a story could be about two friends who like to do things together and the theme might be the importance of friendship. (RL2)

Central idea: The central idea is the most important point or idea that the author is making in a passage. The central idea is also known as the main idea. (RL2)

Objective summary: An objective summary is an overview of a passage that captures the main points but does not give every detail and does not include opinions. (RL2)

Characterization: Characterization refers to the way an author develops a character over the course of a text. (RL2, RL3, RL9)

Setting: Setting refers to where and when a story takes place, including the time of day, the season, or the location. (RL2)

Plot: The specific order of a series of events that form a story is known as the plot. (RL2, RL3)

Resolution: In most stories, there is a **conflict** or problem. The resolution is the solution to the problem or the end of the main dramatic conflict. (RL3)

Dialogue: Dialogue refers to the exact words the characters are saying. Generally, dialogue is set off from the rest of the text with quotation marks and commas. Each time a new character speaks, a new paragraph begins. Dialogue can reveal new information about characters, propel the action in a story, or provoke a character's decision. (RL3, RL5)

Incident: An incident is something that occurs in a story. Like dialogue, an incident can reveal aspects of characters, advance the plot, or provoke a decision in a story. (RL3)

Propel the action: Propelling the action occurs when particular lines of dialogue or specific incidents in a story cause something to happen. For example, if a character has a change of mind, a change of heart, or makes a decision, the plot can move forward. (RL3)

Figurative language: To understand figurative language, you need to distinguish between literal and figurative meanings of words and phrases. **Literal** refers to the actual meaning of a word or phrase. For example, if someone tells you to *open the door*, you can open a physical door. If someone tells you to *open the door to your heart*, you are not expected to find a door in your chest. Instead, you open up your feelings and emotions. (RL4, L5)

The following are examples of figurative language:

- **Personification:** When a writer describes an object as if it were a person, he or she is using personification; for example, *The trees sighed in the afternoon breeze*. The trees cannot really sigh but seemed to as they moved gently in the breeze. (RL4, L5)

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- **Simile:** A simile is a comparison using *like* or *as*; for example, *She is as pretty as a picture*. (RL4, L5)
- **Metaphor:** A metaphor is a direct comparison that states one thing is another. It isn't meant to be literal, but descriptive. For example, if someone describes recess by saying that *it was a zoo*, he or she is using a metaphor. Recess was chaotic, with lots of different people running around; it was not literally a zoo. (RL4, L5)
- **Hyperbole:** Hyperbole is exaggeration beyond belief. *My father can lift two tons* is an example of hyperbole. (RL4, L5)
- **Idiom:** An idiom is a quirky expression or saying that is specific to a language. *I've been on cloud nine all day!* is an expression used in the English language to express that someone is having a great day. (RL4, L5)
- **Alliteration:** Alliteration is the use of the same sound to start several words in a row; for example, *The beautiful butterfly blew by the bay*. Literary devices such as alliteration can have a big impact on poems, stories, and dramas. (RL4)
- **Allusion:** An allusion is an indirect reference to something. When a writer refers to something without mentioning it explicitly, it is an allusion; for example, *He didn't want to give gifts to anyone at Christmas*; *he was being a scrooge*. In this sentence, the writer is alluding to Ebenezer Scrooge from Charles Dickens's *A Christmas Carol*. (RL4)

Connotative language: Another technique authors use to present precise ideas and set a certain tone is connotative language. The dictionary definition of a word is its **denotation**. The **connotation** of a word is a specific meaning or idea that the word brings to mind. For example, *laugh* and *giggle* have similar denotations. These words refer to sounds you make when you find something funny. However, the word *giggle* has youthful connotations associated with it. You often think of children giggling but rarely think of grandfathers giggling. The word *laugh* has no such connotations associated with it. Therefore, while the denotations of both words are similar, the connotations are different. If a writer decides to describe a grandfather giggling, the writer probably means to hint that he has a youthful spirit or is feeling young at heart. (RL4)

Tone: The tone found in writing is the attitude of an author about a subject or an audience. The author will choose words and language to create a tone and express a viewpoint in a text. (RL4)

Analogy: An analogy is a comparison between two things that helps to express the relationship or connection between the words. For example, *Moon is to night as sun is to day*. (RL4)

Structure: In literary writing, writers use structure to convey meaning. This structure helps break longer pieces of writing into smaller portions that are grouped together because they happened around the same time or because they share a similar meaning. Each sentence, paragraph, or chapter fits into the overall structure of a text and contributes to the development of ideas. **Organizational structures** include chronological order, cause and effect, compare and contrast, and problem and solution. (RL5)

- **Chronological order:** Chronological order is the order in which a series of events happened. A text that is arranged in order of time from the beginning to the end is in chronological order. (RL5)
- **Cause and effect:** This is a relationship in which one thing causes another thing to happen. (RL5)
- **Compare and contrast:** The structure of compare and contrast analyzes the relationships between ideas in a text. Comparing analyzes the similarities, while contrasting analyzes the differences. (RL5, RL6, RL9)

Flashback: Flashbacks are shifts in the storyline to give readers important information to help them understand the story better. (RL5)

Foreshadowing: Foreshadowing refers to hints in the narrative of what is to come in the plot in the future. (RL5)

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Point of view: The perspective from which a story is told is called the point of view. The point of view depends on who the narrator is and how much he or she knows. The point of view could be first person (*I* went to the store), second person (*You* went to the store), or third person (*He* went to the store). (RL6)

Dramatic irony: Dramatic irony occurs when the reader knows something that the characters do not know. (RL6)

Genre: A genre is the category of a text, such as fiction or nonfiction. Each genre has a particular style, form, and content. The genre of fiction can be divided into more specific categories. For example, a **myth** is a specific type of fiction that tells a traditional story using supernatural characters and events. (RL9)

Important Tips

- Use supporting ideas and concepts to answer *what* you know and *how* you know it.
- Try to answer the question before you read the answer choices.
- Try to read the questions about a literary text before you read the entire text.
- Reread a literary text as you answer the questions to gain a better understanding.

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Sample Items 1–5

Read the story and answer questions 1 through 5.

Pony Express

The low morning sun stretched across the hotel dining room as a young cowboy walked toward the lone occupant. Shafts of light shone through the dust, producing golden bands not quite parallel to the floor. Holding his new Stetson hat respectfully at his side, the cowboy walked toward the lone man. The man noted the cowboy's approach, rose, and extended his hand. "Ah, Mr. Sewell, I presume. I'm Derek Bollinger." Caleb Sewell was taken off guard at being addressed as Mister, especially by a man wearing a suit that Caleb couldn't afford with the wages of his last month's work.

"Yep. Howdy." The words were out automatically, and Caleb immediately regretted his lack of formality as he shook the man's hand and sat down. He fidgeted with his hat, not knowing where it should go, but certain that it couldn't go back on his head. Bollinger, sensing Caleb's discomfort, pulled out one of the empty chairs and nodded to it.

"In the interest of saving valuable time, Mr. Sewell, I've ordered for us both." Caleb nodded approval and restrained himself from saying something silly like, "Aw, that's right neighborly of ya." A waitress filled his coffee cup. To avoid embarrassment, he added only about half his usual amount of sugar. He watched the expensively dressed man for clues as to what to do with his stirring spoon, how to hold the delicate cup, and where to put his napkin.

Mercifully, two orders of steak, eggs, beans, and sourdough biscuits arrived before any more pauses set in. Eating made it easier for Caleb to avoid talking, though he continued to watch Bollinger's actions closely. The man began enumerating Caleb's responsibilities as a Pony Express rider. Mail, he said, was a precious commodity. It both connected and fulfilled lives on each end of the route. He must never exhaust the horses; he would ride six or seven each day, and they were the lifeline of the whole enterprise. He should report conditions on the trail—fallen trees, landslides, washed-out bridges—at the nearest transfer station. He was to ride alone except when an escort with the local law was arranged. He would have protection on the Humboldt Pass section, where robberies had become frequent of late.

Caleb had been briefed on most of this when he filled out an application back home in Wheeling, so the best information he took from Bollinger was that it was acceptable to sop his bean juice with a biscuit. Bollinger did all of the talking. To Caleb's great relief, Bollinger did not ask what had brought a man out to the wilds of the frontier when he could have enjoyed the security of working in the family business as part of a comfortably successful family in the quiet state of West Virginia. He didn't know how to explain what a burden it was to have a family that wanted to determine how the rest of your life should proceed. He had no words to explain their disappointment at his wanting to chart his own course, not to mention how effortlessly he'd settled into a life on the plains.

At length, the man stood, shook hands with Caleb a last time, and told him he was to pick up his horse and packet of mail at the livery stable. "Good to have you with us on the Pony Express, Mr. Sewell. We have begun forging a strong tradition throughout the West and the nation. Now, do us and yourself proud." Caleb bent down and retrieved his hat from the chair, and when he stood back up, Bollinger was gone.

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The handlers were ready for him at the stable. Two saddlebags straddled a bar outside a box stall that said "Pony Express Only." In the stall, his own personal saddle was already on a small Appaloosa. The horse shifted and paced nervously, a sign that he'd been given a more than ample breakfast of oats. Caleb led the horse into the street and was tightening the cinch of the saddle when a clerk came up to him with a delivery log. Caleb signed it, secured the saddlebags, and threw his leg up over the saddle. The horse bolted for the open road, but Caleb's deft touch convinced the horse of the pace they would maintain.

Caleb Sewell's first day as a Pony Express rider had begun. It would end twelve hours and eighty miles later.

Item 1

Selected-Response

Which detail from the story indicates that Caleb is self-conscious?

A. The low morning sun stretched across the hotel dining room as a young cowboy walked toward the lone occupant.
B. Holding his new Stetson hat respectfully at his side, the cowboy walked toward the lone man.
C. He fidgeted with his hat, not knowing where it should go, but certain that it couldn't go back on his head.
D. He was to ride alone except when an escort with the local law was arranged.

Item 2

Selected-Response

Read the sentence from the story.

> **<u>Mercifully</u>, two orders of steak, eggs, beans, and sourdough biscuits arrived before any more pauses set in.**

In what way is the arrival of food a *merciful* event?

A. Caleb is in need of food because he has not been making much money.
B. Caleb is less likely to embarrass himself while he is busy eating.
C. The Pony Express delivers meals to those who are going hungry.
D. The breakfast is provided free of charge to Pony Express riders.

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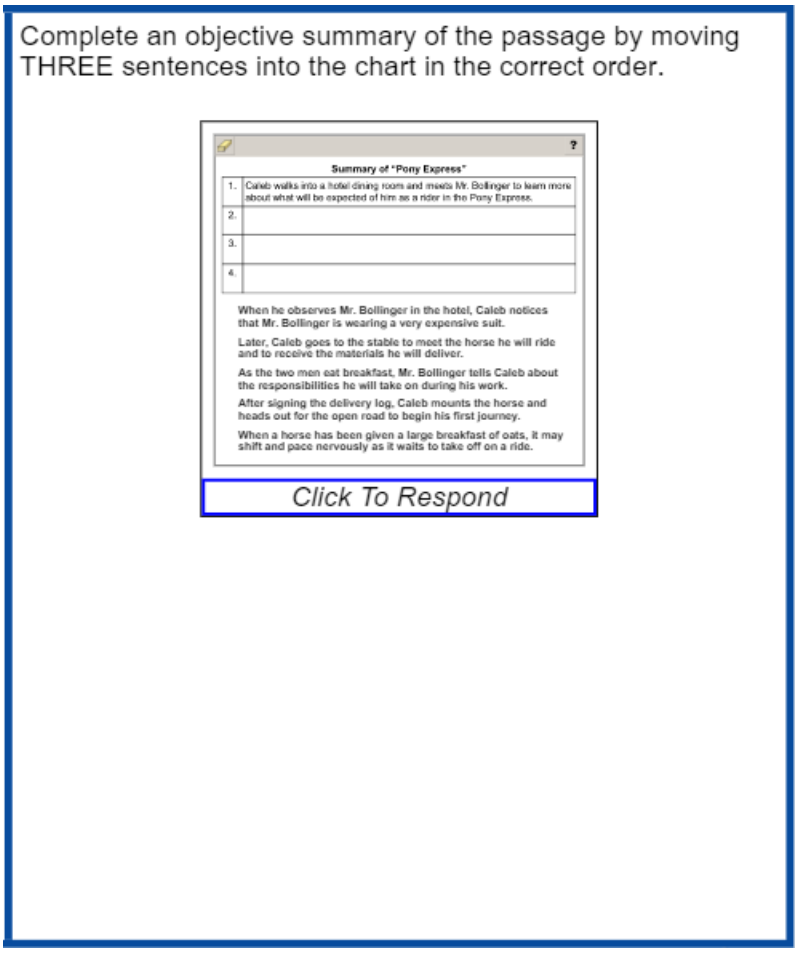
Item 3

Drag-and-Drop Technology-Enhanced



Due to the size of the response area, this item has a "Click To Respond" button on the screen. Clicking this button will bring up the response area at full size.

Go on to the next page to finish item 3.

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Item 3. ***Continued*.**

Summary of "Pony Express"

1.	Caleb walks into a hotel dining room and meets Mr. Bollinger to learn more about what will be expected of him as a rider in the Pony Express.
2.	
3.	
4.	

When he observes Mr. Bollinger in the hotel, Caleb notices that Mr. Bollinger is wearing a very expensive suit.

Later, Caleb goes to the stable to meet the horse he will ride and to receive the materials he will deliver.

As the two men eat breakfast, Mr. Bollinger tells Caleb about the responsibilities he will take on during his work.

After signing the delivery log, Caleb mounts the horse and heads out for the open road to begin his first journey.

When a horse has been given a large breakfast of oats, it may shift and pace nervously as it waits to take off on a ride.

Use a mouse, touchpad, or touchscreen to move the sentences below the chart into the boxes in the chart.

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Item 4

Evidence-Based Selected-Response Technology-Enhanced

This question has two parts. Answer Part A, and then answer Part B.

Part A

What motivates Caleb to want to become a Pony Express rider?

A. a desire to be independent from his family
B. a need for adventure in his life
C. a desire to make a great deal of money
D. a need to travel to other places

Part B

Which sentence from the story BEST supports the answer in Part A?

A. Caleb Sewell was taken off guard at being addressed as Mister, especially by a man wearing a suit that Caleb couldn't afford with the wages of his last month's work.
B. He must never exhaust the horses; he would ride six or seven each day, and they were the lifeline of the whole enterprise.
C. He had no words to explain their disappointment at his wanting to chart his own course, not to mention how effortlessly he'd settled into a life on the plains.
D. The horse bolted for the open road, but Caleb's deft touch convinced the horse of the pace they would maintain.

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Item 5

Extended Constructed-Response

Based on the information in the story, write a continuation of the story that reveals Caleb's inner dialogue, or his thoughts, as he begins riding his first Pony Express route.

Use details from the story to support your answer.

Narrative Writer's Checklist

Be sure to:

- Write a narrative response that develops a real or imagined experience.
- Establish a context for the experience and a point of view.
- Introduce a narrator and/or characters.
- Organize events in a natural and logical order.
    - Use a variety of transitions to sequence the events, to indicate shifts from one time frame or setting to another, and to show the relationships between the events.
- Use dialogue, description, pacing, and/or reflection to:
    - develop events.
    - develop characters.
    - develop experiences.
- Use precise words and phrases, relevant descriptive details, and sensory language to communicate the action and to describe the events.
- Include a conclusion that reflects on the experience in your narrative.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your narrative on your answer document. Refer to the Writer's Checklist as you write and proofread your narrative.

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Unit 2: Reading Informational Text

READING PASSAGES: INFORMATIONAL TEXT

CONTENT DESCRIPTION

The informational and explanatory passages in the English Language Arts test can be used to determine central ideas, write an objective summary, analyze ideas, and provide supporting text evidence. You may be asked to write a narrative in response to a prompt based on an informational passage. For more information about narrative writing, please refer to Unit 3.

Key Ideas and Details

- Read closely to know exactly what the passage says.
- Look for ideas and details that tell you what the passage is about.
- Use these ideas and details when writing or speaking about the passage.
- Look for the central idea as you read. Think about how the author develops and supports the central idea over the course of the passage.
- Think about the significance of key individuals, events, or ideas in the passage, and analyze how the author makes connections and distinctions between these concepts.
- Summarize the passage without including your personal opinion about the topic.

Craft and Structure

- Make sure you understand the words and phrases as they are used in the passage, including figurative, connotative, and technical meanings of words.
- Think about how the author's use of words creates tone, mood, or focus in the passage.
- Look at the structure of specific paragraphs in the passage. Think about the role common text features or organizational structures play in developing and refining key ideas.
- Think about the author's point of view, purpose, or argument in the passage.
- Pay attention to how the author addresses counterclaims and opposing viewpoints in informational passages.

Integration of Knowledge and Ideas

- Think about the argument and specific claims in a passage. Is the author's reasoning sound? Is the evidence relevant and sufficient?
- Remove extraneous information from the author's argument, and separate valid and logical evidence from logical fallacies.
- Compare and contrast two or more passages that provide conflicting information on the same topic.

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KEY TERMS

Informational texts: Informational texts are passages that explain or inform. (RI)

Inference: To infer means to come to a reasonable conclusion based on evidence found in the passage. By contrast, an **explicit** idea or message is fully stated or revealed by the author. The author tells the reader exactly what he or she needs to know. (RI1)

Central idea: The central idea is the most important point or idea that the author is making in a passage. The central idea is also known as the main idea. (RI2)

Objective summary: An objective summary is an overview of a passage. It captures the main points but does not give every detail and does not include opinions. (RI2)

Fact and opinion: A fact is a statement that can be proven. An opinion is a statement that cannot be proven, as it states an author's belief or judgment about something. Deciding whether a statement is a fact or an opinion often comes down to a single question: "Is it something that can be proven?" If it can be proven, then it is a fact. If not, it is an opinion. (RI2)

Distinction: Distinction refers to the act of noticing differences or contrasts between similar things or people. (RI3)

Analogy: An analogy is a comparison between two things that helps to express the relationship or connection between the things. For example, *Looking for my favorite pencil in my backpack is like searching for a needle in a haystack*. (RI3, RI4)

Figurative meaning: Literal meaning refers to the actual meaning of a word or phrase. By contrast, figurative meaning refers to the symbolic meaning of words or phrases and uses figurative language such as personification (describing an object as if it were a person), simile (a comparison using *like* or *as*), metaphor (a descriptive comparison that states one thing is another), hyperbole (exaggeration beyond belief), and idiom (a quirky expression or saying that is specific to a language). The literal meaning of the phrase *open the door* is to open a physical door; however, the phrase *open the door to your heart* has a figurative meaning because we do not intend for the person to create an opening in his or her chest. Instead, the phrase symbolizes opening up one's feelings and emotions. (RI4)

Connotative meaning: A meaning beyond the explicit meaning of a word is known as connotative meaning. For example, the word *childlike* connotes innocence. Connotations are meanings inferred from certain words. (RI4)

Denotative meaning: The explicit meaning of a word is the denotative meaning. For example, *helpful* has only one meaning and denotation, which is to be of service or assistance. (RI4)

Technical meaning: The meaning of a word as it relates to a specific subject or process is the technical meaning. For example, the term *run-on sentence* in the study of English grammar has a technical meaning that refers to two complete thoughts joined incorrectly. (RI4)

Tone: The tone found in writing is the attitude of an author about a subject or an audience. The author will choose words and language to create a tone and express a viewpoint in a text. (RI4)

Structure: Structure refers to the way in which a passage is organized. Each sentence, paragraph, or chapter fits into the overall structure of a passage and contributes to the development of ideas. **Organizational structures** include chronological order, cause and effect, problem and solution, or compare and contrast. (RI5)

- **Chronological order:** Chronological order is the order in which a series of events happened. A passage that is arranged in order of time from the beginning to the end is in chronological order. (RI5)
- **Cause and effect:** This is a relationship in which one thing causes another thing to happen. (RI3, RI5)

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- **Comparison and contrast:** The structure of compare and contrast analyzes the relationships between ideas in a passage. Comparing analyzes the similarities, while contrasting analyzes the differences. (RI3, RI5, RI9)
- **Order of importance:** Order of importance organizes text by listing supporting details from most important to least important, or by least important to most important. (RI5)
- **Problem and solution:** Text that is organized by problem and solution identifies a problem and proposes one or more solutions. An author may use problem and solution to try to persuade readers about a certain topic or course of action. (RI5)

Textual features: Within a passage, an author may use features such as a topic sentence, an introduction, body paragraphs, headings, footnotes, or graphics to further organize the text. These features are known as textual features. (RI5)

Author's purpose: The author's purpose is the author's intention for his or her writing. All passages have a purpose, whether it is to persuade, inform, explain, or entertain. (RI6)

Author's point of view: The opinion of the author is known as the author's point of view. Your opinion may differ from the opinion of the author of a passage. (RI6)

Evidence: Something that proves or demonstrates the truth of something else is known as evidence. Informational texts may contain evidence to prove that the information they are providing is correct. Readers should be aware of conflicting evidence within texts, such as **bias**, which can weaken an author's **claim**. An author may also use evidence to disprove a **counterclaim**, or the opposite of his or her original claim. (RI8)

Claim: A claim is the main argument made by the author. A strong claim will be supported by reasons and evidence. (RI6)

Counterclaim: A reasonable argument that opposes or disagrees with another claim is called a counterclaim. A strong counterclaim is supported by evidence and sound reasoning. Sometimes the author of a persuasive text will include a counterclaim and the reasons it is weak or wrong in order to strengthen his or her own claim. (RI8)

Bias: When an author holds a strong opinion or belief about his or her topic, the writing may contain forms of bias. Bias within passages can appear as statements that favor one opinion or idea over another, sometimes creating an unfair or unsound argument by the author. (RI8)

Sound: Sound refers to reasoning that makes sense and follows some sort of logic. Sound reasoning means the same as logical reasoning. (RI8)

Relevant: To be considered relevant, the facts, details, or other information within a text must be related to the topic. Relevant information helps support the author's opinion, claim, and reasoning. (RI8)

Important Tips

- ✍ Try to read the questions about an informational text before you read the text so that you know what to look out for.
- ✍ Use evidence from an informational text to help explain what is being said in the text.
- ✍ Use facts and details to support ideas and answer *what* you know and *how* you know it.

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Sample Items 6–8

Read the article and answer questions 6 through 8.

Living in the Darkness under the Sea

Marine biologists patrol an undersea world that resembles a rocky landscape more than it does an ocean floor. The scientists cruise through the water in a remote-controlled submarine in complete darkness. If they shine a light, what they see is something totally unexpected: tall rock formations jutting up from the ocean floor and surrounded by black smoke, similar to underwater chimneys. Circling these rocky peaks are worm-like organisms. They resemble red-and-white tubes—like giant peppermint sticks. What is even more amazing is that these odd creatures are not only alive but living in this dark underworld away from light and the sun's energy. So how is that possible?

Underwater vents somehow create an environment where these striped creatures can exist. Ever since the discovery of the creatures in 1977, scientists have been both baffled and intrigued by the very existence of these strange creatures that grow out of vents on the ocean floor away from sunlight.

What scientists have learned is that there are large cracks, or vents, in the ocean floor where these creatures exist. These deep-sea vents can be compared to the kinds of geysers you see on land. But, instead of shooting up from the ground, they shoot up from the bottom of the ocean floor. According to the National Oceanographic and Atmospheric Administration, the billowing black smoke that exists on the ocean floor is probably the result of hot liquids bursting from the vents and mixing with the extremely cold ocean water.

What is so shocking about this information? Well, scientists always believed that life on Earth could not exist without sunlight. Yet somehow energy is being released below the surface of the water, and all without the benefit of the sun. It's as if these undersea vents have created a unique ecosystem, deriving energy from Earth itself.

These underwater creatures are known to scientists as *extremophiles*—a fancy name for organisms that live in an extreme environment. Scientists continue to study these extremophiles to determine just how the creatures turn ocean vents into sources of usable energy.

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Item 6

Selected-Response

Which detail from the article BEST supports the conclusion that the deep-sea organisms described in the article may have changed our understanding of life?

A. tall rock formations jutting up from the ocean floor and surrounded by black smoke
B. odd creatures are not only alive but living in this dark underworld away from light
C. large cracks, or vents, in the ocean floor where these creatures exist
D. energy is being released below the surface of the water

Item 7

Selected-Response

Which word BEST expresses the meaning of *deriving* in the sentence?

> **It's as if these undersea vents have created a unique ecosystem, deriving energy from Earth itself.**

A. depositing
B. emptying
C. extracting
D. wasting

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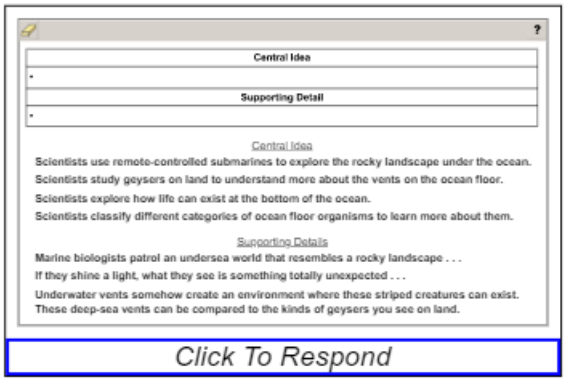
Item 8

Drag-and-Drop Technology-Enhanced

Complete the chart by moving the central idea of the passage into the first row of the chart. Then, move the detail that BEST develops this central idea into the second row of the chart.



Due to the size of the response area, this item has a “Click To Respond” button on the screen. Clicking this button will bring up the response area at full size.

Go on to the next page to finish item 8.

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Item 8. ***Continued.***

Central Idea
•
Supporting Detail
•

Central Idea

Scientists use remote-controlled submarines to explore the rocky landscape under the ocean.

Scientists study geysers on land to understand more about the vents on the ocean floor.

Scientists explore how life can exist at the bottom of the ocean.

Scientists classify different categories of ocean floor organisms to learn more about them.

Supporting Details

Marine biologists patrol an undersea world that resembles a rocky landscape . . .

If they shine a light, what they see is something totally unexpected . . .

Underwater vents somehow create an environment where these striped creatures can exist.

These deep-sea vents can be compared to the kinds of geysers you see on land.

Use a mouse, touchpad, or touchscreen to move the sentences below the chart into the chart beside the bullets.

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Unit 3: Writing

CONTENT DESCRIPTION

In this unit, you will be reading passages that are similar to passages you may read in the Georgia Milestones End-of-Grade assessment. You will use the passages as sources of support for argumentative and informational/explanatory essays and as jumping-off points for narrative writing.

Some informational passages will help you develop arguments and support a point of view on a topic in an argumentative essay. In your writing, you will use evidence, examples, quotations, and reasons to develop and support your argument. Other informational passages will help you develop an informational/explanatory essay. In your writing, you will state ideas, summarize research, and use information from more than one source to develop and support your ideas.

You will also write a narrative in response to a prompt based on a literary or informational passage or a paired passage set you have read. A paired passage set may consist of two literary passages, two informational passages, or one of each passage type. Narrative prompts will vary depending on passage type. For example, you may be asked to write a new beginning or ending to a literary story, write an original story based on information from an informational text, or rewrite a scene from a specific character's point of view. In your writing, you will use narrative techniques to develop a real or imagined experience.

There will also be writing standalone items that assess your revision skills and your understanding of argumentative, informational/explanatory, and narrative writing. For example, you may be asked to answer a selected-response question that focuses only on introducing a topic in an informational text. In addition, there will be writing standalone items that assess your planning and research skills.

Writing Types and Purposes

Argumentative Essay

- An argumentative essay presents an argument and supports claims with clear reasons and relevant evidence.
- When you state your claims, you need to support them with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

Informational/Explanatory Essay

- An informational/explanatory essay examines a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant information.
- When you develop your topic, use relevant, well-chosen facts, definitions, concrete details, quotations, and other information and examples.

Narrative

- A narrative develops a real or imagined experience or event.
- When you develop your narrative, use narrative techniques, descriptive details, and clear event sequences.

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Production and Distribution of Writing

- Use the writing process to develop argumentative essays, informational/explanatory essays, and narratives.
- Produce writing with an organization and style that fit the task, purpose, and audience.
- Strengthen your writing by reviewing and revising, if needed.

Argumentative Essay

- Introduce a claim or claims and acknowledge and distinguish the claim(s) from alternate or opposing claims.
- Organize your reasons and evidence logically to support your argument.
- Develop your argument by supporting claims with logical reasoning and relevant evidence, using accurate, credible sources, and demonstrating an understanding of the topic or text.
- Use words and phrases to create cohesion and to clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented in the essay.

Informational/Explanatory Essay

- Introduce a topic clearly, previewing what is to follow.
- Organize ideas, concepts, and information into broader categories.
- Develop your topic with relevant, well-chosen facts, definitions, concrete details, quotations, and other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented in the essay.

Narrative

- Establish a context and point of view and introduce a narrator and/or characters.
- Organize ideas, thoughts, or events in a sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.
- Use a variety of transitional words and phrases to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Include a conclusion that follows from and reflects on the narrated experiences or events.

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Audience, Purpose, and Voice

- As you write, remember who your audience will be.
- Remember, you are writing for a purpose—think about *what* you are writing and *why*.
- As you write argumentative or informational/explanatory essays, reveal your writing voice by using language that matches the content, connects with your intended readers, and reveals your personality and writing style.
- As you write your narrative, reveal your writing voice by choosing a narrator and point of view that allow your readers to experience the story and relate to the characters in a meaningful way.

Research to Build and Present Knowledge

- Conduct a short research project that uses several sources to answer a question (including your own research question). Think of more questions that will allow for more ways to explore the topic.
- Use search terms to help gather relevant information from multiple sources, including print and digital sources. Consider the credibility and accuracy of each source.
- Avoid plagiarism by quoting or paraphrasing the data and conclusions of others. Give credit for work that you use by following a standard format for citation.
- Use evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Scoring Rubrics

- A narrative scoring rubric can be found beginning on page 95. An informational/explanatory scoring rubric can be found beginning on page 97. An argumentative scoring rubric can be found beginning on page 99. You may find it helpful to read and discuss these rubrics with a parent or another adult.
- The rubrics are important to understand because they show you what is needed to produce a strong piece of argumentative, informational/explanatory, or narrative writing.
- Argumentative, informational/explanatory, and narrative writing on the EOG assessment will be scored using these rubrics.

KEY TERMS

Argumentative texts: Argumentative texts are forms of writing in which the writer makes a claim and supports that claim with reasons and evidence. (W1)

Argument: An argument is the main statement of an argumentative text, which usually appears in the introduction. The argument is the main point on which the writer will develop his or her work in order to convince readers. (W1)

Claims: Claims are ideas and opinions set forth by the writer. For example, a writer could make the claim that the school cafeteria food is too expensive. In a well-developed argumentative essay, the writer should also recognize counterclaims. (W1)

Counterclaim: A reasonable argument that opposes or disagrees with another claim is called a counterclaim. A strong counterclaim is supported by evidence and sound reasoning. Sometimes the writer

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of a persuasive text will include a counterclaim and the reasons it is weak or wrong in order to strengthen his or her own claim. (W1a)

Introduction: An introduction is the beginning of a piece of writing. The introduction should let readers know what they will be reading about, and it should set up the main idea, or thesis, of the writing. (W1a, W2a)

Organization: Organization refers to the way in which a piece of writing is structured. In writing, the organization helps present ideas and information more clearly. Similar ideas and illustrations should be grouped together, and the order of the information should make sense. Writers use transitions to organize information. Also, an entire piece of writing has an organizational structure to it. Writers structure their texts to match their purpose and audience. For example, if you were writing an argumentative text in which you wanted to show the negative effects of something, you might choose cause and effect as an organizational structure. In informational/explanatory writing, organizational structures may include definition, classification, comparison and contrast, or cause and effect. For example, if you were writing an informational essay in which you wanted to show how two animals are similar or different, you might choose comparison and contrast as an organizational structure. (W1a, W2a, W4)

Evidence: Evidence in a text includes reasons given to support a writer's claims. For example, a writer could include information on the price of school lunch or the number of students who do not want to buy it as reasons to support the claim that the school cafeteria is too expensive. Informational texts may include facts, opinions of experts, quotes, statistics, and definitions that can be used as evidence. In literary text, the characters' thoughts, words, or actions may be used as evidence. (W1a, W1b, W9)

Credible: For a claim to be effective, it must be supported with credible evidence and reasoning. Credible evidence and reasoning is supported by facts and is effective in persuading the audience to agree with the writer's claim. (W1b)

Relationships: Relationships are the ways in which ideas are connected. Writing should use words, phrases, and clauses to clarify the relationships between claims and reasons. (W1c)

Cohesion: Cohesion refers to the flow of sentences and paragraphs from one to another. Old and new information is tied together using transitions to help the reader understand how the ideas and concepts within the text are related to each other. (W1c, W2c)

Formal style: Formal style is used in formal writing, such as an essay, research paper, or formal letter. When writing in a formal style, the writer chooses language that matches the audience and purpose and avoids informal language. (W1d, W2e)

Concluding statement: The concluding statement is the end of a piece of writing. The concluding statement should sum up the main purpose of the writing and provide an overall takeaway for the reader. (W1e, W2f)

Informational/explanatory texts: Informational/explanatory texts are a form of writing that informs the reader or explains something. (W2)

Topic: The topic is what a piece of writing is about. (W2a)

Formatting: Formatting is the way in which a piece of writing is organized, designed, and arranged. For example, a writer can use headings and subheadings to organize the writing and present the information in a clear way. (W2a)

Multimedia: Multimedia refers to a variety of media. Writing does not include only pen on paper or a typed essay. Other ways of enhancing writing can include media such as art, presentations, photographs, charts, and videos. (W2a)

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Transition: A transition is a word, phrase, or clause that links one idea to the next. Writing should not jump from one idea to the next without transitions that guide the reader to the next idea. Examples include words and phrases such as *another*, *for example*, *also*, and *because*. (W2c)

Precise language: Good writers choose their words carefully and use precise language. Specific and vivid words and phrases describe or explain and make meaning clear. The sentence *A bird was on the ground* is very general and does not use precise language. However, that sentence could be rewritten using more specific nouns and verbs: *A robin landed in the grassy field.* (W2d, W3d)

Formal style: A formal style is less personal and is used in such writing as an essay, research paper, or business letter. When writing in a formal style, the author chooses language that matches the audience and purpose and avoids informal language. (W2e)

Narrative: A narrative is a real or imaginary story that may be about a situation, a single moment in time, or a series of related events and experiences. Experiences are what a character senses through his or her five senses or what a character thinks or feels. Narratives may be about a single moment in time but focus on how one character thinks and feels about it. Narratives may be about a single moment in time but focus on how several different characters think and feel about it. Narratives may also be about a series of related events and experiences and how a character feels about them. Good writers order the thoughts, feelings, events, and experiences in a way that makes sense to the reader and communicates the meaning or message writers want the reader to understand. (W3)

Experience: An experience is an event or series of events that happen to or are seen by a character. In a narrative, characters learn, grow, or find meaning by going through an experience. Any experience in a narrative may be described as a single event (*Mary's team won the soccer game*) or as a series of events (*Mary kicked the ball toward the goal. The goalie dived but missed the ball. The ball landed inside the goal. Mary had scored the winning point. Her team won the game!*). A character may have an experience that he or she is part of (*Mary kicked the soccer ball into the goal*). A character may also watch or observe an experience without being part of it (*Mary watched as her two older brothers played against each other on different soccer teams*). A narrative may include more than one experience. (W3)

Event: An event is a single thing that happens to a character or that a character sees. For example, *John caught the soccer ball* is an event. It is a single thing that happened to the character John. (W3)

Orient the reader: Good writers engage or interest readers and pull them into the narrative by sharing important information that will allow readers to understand what follows. Good writers create context, which is the background information about a story's setting, environment, or structure, to help readers understand what the story means. When orienting a reader and providing context, writers establish one or more points of view, introduce a narrator and/or characters, describe the setting, establish the pace of the story, and set out a problem, situation, or observation that will drive the narrative. This information should be shared in a way that engages the reader and encourages the reader to follow the story and identify with or have opinions about the characters, situation, and meaning. (W3a)

- **Introduction:** Good writers carefully orient the reader by sharing just enough information in the opening paragraphs of the narrative to create interest and help the reader understand where and when the story is happening. There is no one right way to write an introduction. Introductions may include dialogue, a description of the setting, an introduction of the narrator, a description of a character, an explanation of the situation, or any combination of these. Good writers create a unique introduction for each narrative that best fits the characters, events, tone, pacing, and theme. (W3a)
- **Narrator:** The narrator is the person the writer chooses to tell a story. The narrator may be a character in the story. The narrator may also record the characters' actions, words, and thoughts but not be a character in the story. (W3a)

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- **Characters:** Characters are persons, things, or beings in stories. The characters may be real or imaginary. The details a writer shares about characters—the way they think, talk, and act—help the reader understand the characters' personalities. (W3a)
- **Point of view:** The perspective a writer chooses to tell a story from is called the point of view. In the first-person point of view, the narrator tells the story of what is happening to him or her. For example, *I entered the dark storeroom and moved my hand against the wall as I searched for the light switch*. In the third-person limited point of view, the narrator tells the story as though it is happening to someone else. The narrator tells us what the character thinks or feels. For example, *As Sasha entered the dark storeroom, he moved his hand against the wall to find the light switch and worried what he would see when he finally found the light*. In third-person omniscient point of view, the narrator knows what every character is thinking, feeling, and doing in the story. For example, *Sasha entered the dark storeroom and moved his hand nervously against the wall to find the light switch. On the other side of the room, Jen hid behind a box and waited for Sasha to walk by so Jen could jump out and surprise him.* Good writers choose a particular point of view to create surprise, suspense, humor, or tension in a story. (W3a)

Sequence: Sequence is the order of events in a narrative. Often, the events in a story are told in the exact order they happened. Sometimes a story is told out of order to create surprise or help readers learn more about the characters and how they think and behave. (W3, W3a)

Narrative techniques: Narrative techniques are the tools writers use to create interesting experiences, events, and characters in a story. (W3, W3b)

- **Dialogue:** Writers use dialogue to show the reader the exact words the characters are saying. Dialogue usually has quotation marks around it. Each time a new character speaks, a new paragraph begins. The reader learns about characters from the way characters speak or respond to a situation. Dialogue can also move the action forward in a story or cause a character to decide something. (W3b)
- **Description:** Good writers use description to help the reader imagine the characters, settings, and events. Description helps make it feel like the reader is living the events of the story, seeing what the character sees, and feeling what the character feels. This sentence does not have good description: *The kids at my new school were friendly.* These sentences use description to help the reader see and feel what the character experiences: *I stepped into the classroom. I worried that I would not make new friends in my class. After the teacher introduced me, she asked me to tell the class where I was from. "I moved to Georgia from India," I said. "This is my first time in the United States." Everyone in the class smiled at me with shining eyes. "Welcome to our class," a girl in the front row said. "Would you like to sit with me at lunch today?"* (W3b)
- **Pacing:** Pacing is the speed at which a story is told. The pace of a story is influenced by the description of characters, settings, and thoughts or reflections; the use of sensory language; the number of telling details related; the length of sentences, paragraphs, and scenes; dialogue and how many words or sentences a character speaks at one time; and the use of precise word choice. Writers may choose to slow the pace in one part of the narrative and speed up the pace in another or to keep a consistent pace throughout the narrative. (W3b)
- **Reflection:** Reflection is a mental process through which a character analyzes the meaning and impact of something heard, seen, or experienced. The character's thoughts, feelings, and opinions about the event are revealed when the narrator describes what a character is thinking or feeling. Reflection often slows the pace of a narrative but helps the reader understand the significance of the events to the character and the overall meaning of the narrative. (W3b)

Transitional words and phrases: The reader needs clues in a story to help them know how time is passing and how events are ordered. Transitional words and phrases link one idea to the next and help the reader understand how time is passing in the story. Transitional words and phrases also make clear the order in

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which events happen. Examples of transitional words are *first*, *next*, *before*, *during*, and *finally*. Examples of transitional phrases are *after that*, *in the beginning*, *it started when*, and *the next day*. (W3c)

Sensory language: Sensory language describes concrete words and phrases in a way that allows the reader to experience the way things look, sound, smell, taste, or feel through imagination. Good writers share sensory details to help the reader paint a mental picture of what it would be like to experience the story. For example, the sentence *The hot spring stan*k does not help the reader imagine what the hot spring smelled like. The sentence *The hot spring smelled like rotten eggs that had blown up in the microwave* helps the reader better imagine the smell. (W3d)

Conclusion: Every story needs to have an end. The end can be anywhere the writer chooses to stop writing. But the reader needs to feel like the story is over. Good writers create this feeling of ending with a conclusion. In the conclusion, the events of the story stop, and the reader understands one or more of these ideas: what the story meant, what characters learned, how characters felt about the experience, how characters changed, and what the reader can learn from the story. (W3e)

Audience: The people who will be reading the piece of writing are known as the audience. Writers should keep their audience in mind and adjust their ideas and vocabulary so that they can be best understood. (W4)

Purpose: The writer's intention for his or her piece is the writer's purpose. All writing has a purpose, whether it is to persuade, inform, explain, or entertain. (W4)

Writing process: Most informational or technical pieces require research and revision before they can be considered to be finished pieces. Even professional writers may struggle with their words. Drafting, revising, editing, and proofreading your writing are all essential parts of an effective writing process. The steps in the writing process are prewriting, drafting, revising and editing, proofreading, and publishing. (W5)

Research: Research refers to the gathering of information in order to learn more about a topic. (W7, W9)

Source: A source refers to a book, article, website, person, or piece of media that contains information. (W7, W8)

Credibility: Credible sources provide evidence and facts that support the writer's claim. When a writer uses the evidence and facts from the source to support his or her reasoning and persuade the audience to agree with the writer's claim, the writer gains credibility. (W8)

Paraphrase: To paraphrase means to use someone else's ideas and to express those ideas in your own words. Paraphrasing is an acceptable way to support your argument as long as you attribute the ideas to the author and cite the source in the text at the end of the sentence. (W8)

Plagiarism: Plagiarism refers to presenting the words, works, or ideas of someone else as though they are one's own and without providing attribution to the author. (W8)

Citation: Citation is the way the author tells readers that certain details or information included in the text come from another source. The citation gives readers enough information that they could find the original source and the information in it. (W8)

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Important Tips

Argumentative and Informational/Explanatory Essays

- Organize your writing by using an organizational structure in which your ideas are logically grouped together.
- For argumentative essays, be sure to develop your argument with reasons supported by facts and details. For informational/explanatory essays, be sure to develop your topic with details, such as facts, definitions, quotations, or other information that supports your topic.
- Make sure your writing has a concluding statement that supports the argument or information presented.

Narrative

- Organize the ideas, thoughts, or events in a clear and logical order.
- Use narrative techniques, such as dialogue, description, and pacing, to develop events and characters.
- Make sure your narrative has a conclusion.

Argumentative, Informational/Explanatory, and Narrative Writing

- Strengthen your writing by planning, revising, editing, rewriting, or trying a new approach.
- **Use the writer's checklist before, during, and after writing to make sure you are meeting the criteria.**

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SAMPLE ITEMS

The practice writing items for this unit include an extended writing-response item, an extended constructed-response item, and writing standalone items. There are also sample reading comprehension items connected to the passages you will read in this unit. You will have sample selected-response, evidence-based selected-response, and/or constructed-response items in this section. In the actual assessment, there is often a mix of reading comprehension and extended constructed-response and/or extended writing-response items connected to one passage or passage set.

Sample Items 9–12

Extended Writing-Response (Argumentative or Informational/Explanatory Essay)

In Section 1 of the Georgia Milestones End-of-Grade assessment, you will be asked to comprehend a pair of informational passages and use information from the passages to write an argumentative or informational/explanatory essay. The structure of the practice items in this unit is similar to how the task will appear in Section 1 of the End-of-Grade assessment:

1. Two selected-response (multiple-choice) questions (three on the actual test)
2. A constructed-response question
3. An extended writing-response question

The instructions for the extended writing prompt are in the same form as those that appear on the Georgia Milestones assessment. In the actual assessment, you will receive either an argumentative or an informational/explanatory writing task. The sample provided in this resource is an example of an argumentative writing task.

This section of the test assesses your skill to comprehend reading passages and use information from the passages to write an argumentative essay.

Before you begin writing your essay, you will read two passages and answer two multiple-choice questions and one constructed-response question about what you have read.

As you read the passages, think about details you may use in an argumentative essay about labeling menu options.

These are the titles of the passages you will read:

1. Label the Meals
2. We Don’t Need Labels

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Label the Meals

Our city has proposed that establishments selling meals—restaurants and fast-food places—post nutritional information on their menus or menu boards. For the good of our citizens, this measure must pass.

I'll start by making an obvious point, one that both sides should agree on. Healthy people are happier and more productive. One part of the healthy person equation is, of course, fitness, and that is clearly good for the individual. However, eating nutritious food is another part of that same equation. Labeling meals in restaurants is one sure way of helping people take charge of their well-being.

According to studies, the average American eats at home about two-thirds of the time. Over the last 25 years, the packaging of food to be consumed in the home has included nutritional information: calories, fat calories, sodium, calcium, and the like. It's the law to include this information on all packaging, regardless of whether the food is healthful or not. So it makes no sense to deny the consumer the same information when dining out.

Research shows that when such information is available, about one-quarter of customers use it to limit what they decide to eat. Those customers consume an average of 400 fewer calories than they typically did prior to labeling. Another study compared results in a nationwide coffee shop that also sold pastries. In some cities, the shops were required to post the calories for each item; in other cities, there was no such information. The average purchase contained about 100 fewer calories when the information was provided. The U.S. government agrees that restaurant meals should be labeled. It is part of the Affordable Care Act of 2010, which requires that standard menu items include information on nutrition.[1]

Eating out is on the rise. In 1977, Americans consumed 18% of their calories away from home. Less than 30 years later, that number had risen to 33%. It nearly doubled. This trend poses increased risks for all of us, not just in terms of calories, but in terms of unhealthful ingredients such as fat and sodium. Armed with relevant information, consumers can address this risk and be better for it.

We know the octane level of the fuel we put in our cars. We should know the relevant information about the fuel we put in our bodies. Please vote for labeling.

[1]www.federalregister.gov

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We Don't Need Labels

The proposal to require our community's eating establishments to post nutritional information for their meals is misdirected. It will not achieve any of the benefits its supporters claim.

First, the research claiming a reduction in caloric intake is, at times, contradictory. For instance, when researchers interviewed customers, they were told that the information caused them to select a "healthier" meal. However, when the cash register records were analyzed, there was no change from the way those same customers ordered previously. People may like the idea of nutritional labeling, but they still don't seem to be acting on it. I would suggest that those who claim to be reading and following the nutritional information actually need it the least. They are already health conscious. They have a good idea which meals are laden with calories, fats, and other ingredients. The Food and Drug Administration not only requires food be labeled but also provides the % Daily Value so that you can track the nutrients you are consuming.[1]

A good number of restaurant patrons are frequently looking for something other than a healthful eating experience. They are there for convenience, for a break in the routine, or for a special occasion. For these people, labeling is irrelevant.

But for the restaurant, it is a nuisance and a potential threat to their business. It means that before a new item goes on the menu, it has to be evaluated. It means that as recipes are modified and improved, more testing is needed. This is government inserting itself into business. Food should look good and taste good.

Foods for home consumption have been labeled for decades, but according to consumer research, that information has had a minimal effect on sales. What food producers have learned is that the overall packaging makes a far greater difference. The words "Lite," "Low fat," and "Heart Smart" do attract buyers. Restaurants are free to group selections according to reasonable health standards. This would probably mean more to the average consumer than trying to sort through the difference between 1,350 calories and 1,375 calories. Let's face it—the tastiest foods are the ones loaded with calories.

While labeling appears to promote healthful dining, its actual impact will most likely be minimal at best and harmful at worst.

[1]U.S. Food and Drug Administration (www.fda.gov)

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Item 9

Selected-Response

How does the passage "Label the Meals" make a connection between labeling nutritional information in restaurants and people making healthy food choices?

A. by suggesting that healthy people are happy and lead more productive lives
B. by supplying statistics on the percentage of calories Americans consume while eating at restaurants
C. by highlighting the fact that the Affordable Care Act of 2010 mandates restaurant food labeling
D. by citing research that shows customers now consume an average of 400 fewer calories than prior to labeling

Item 10

Selected-Response

Which evidence does the author of "We Don't Need Labels" include to contradict the claim that customers order foods with fewer calories when restaurants post nutritional information?

A. personal stories about eating out with family and friends
B. an analysis of cash register records for restaurant customers
C. interviews with restaurant patrons talking about food
D. explanations and statistics from the Food and Drug Administration

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Item 11

Constructed-Response

Analyze how the authors of "Label the Meals" and "We Don't Need Labels" each present conflicting arguments about requiring restaurants to label their foods.

Use details from BOTH passages to support your analysis. Write your answer on the lines on your answer document.

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Item 12

Extended Writing-Response

WRITING TASK

There is currently a debate about labeling menu choices with nutritional information.

Think about BOTH sides of the debate. Should restaurants and fast-food establishments be required to publish nutritional information on their menus? Write an **argumentative essay** in your own words supporting either side of the debate.

Be sure to use information from BOTH passages in your **argumentative essay**.

Writer's Checklist

Be sure to:

- Introduce your claim.
- Support your claim with logical reasons and relevant evidence from the passages.
- Acknowledge and address alternate or opposing claims.
- Organize the reasons and evidence logically.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use words, phrases, or clauses to connect ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Use clear language and vocabulary.
- Provide a conclusion that supports the argument presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your argumentative essay on your answer document. Refer to the Writer's Checklist as you write and proofread your essay.

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Sample Items 13–16

Extended Constructed-Response (Narrative)

On the Georgia Milestones End-of-Grade assessment, you will write a narrative in response to a prompt based on a literary or informational passage or a paired passage set you have read. In the actual assessment, you will also respond to reading comprehension questions before writing your narrative. Narrative prompts will vary depending on passage type. The sample provided in this resource is an example of a narrative prompt based on an informational paired passage set.

Read the articles and answer questions 13 through 16.

Play Video Games, Solve Real-World Problems

Video games have been a popular way to spend our free time since the 1970s. But can playing video games be more than a hobby? Today, there are many opportunities for gamers to have fun while also contributing to research projects. The best part is that gamers do not need to be scientists or have degrees in video game design to participate.

Foldit was one of the first games to use this player-scientist model. In this game, players help find cures for diseases. Players do this by "folding" proteins. This process is a lot like putting together a three-dimensional puzzle. According to the *Foldit* website, "Since proteins are part of so many diseases, they can also be part of the cure. Players can design brand-new proteins that could help prevent or treat important diseases."

Foldit players successfully discovered the shape of certain proteins. Players did this faster than scientists working in a laboratory could have. The University of Michigan held a special *Foldit* competition to identify a protein's shape. In the competition, gamers beat both college students and professional researchers. "It shows that anybody with a 3-D mentality, including gamers, can do something that previously only scientists did, and in doing so they can help scientific progress," said James Bardwell, professor at the University of Michigan.

Video game–based projects also exist for players interested in space, animals, or the arts. The website Zooniverse calls itself "the world's largest and most popular platform for people-powered research." The site emphasizes that gamers don't require any special training to participate. For example, one Zooniverse project allows gamers to search for undiscovered planets. Another project seeks the help of gamers to record weather data from old handwritten pages. Gamers can also identify animals in photos from places as varied as New York City in the United States and the Serengeti in east-central Africa.

Alexandra Swanson of the University of Oxford is one of the scientists leading the Snapshot Serengeti project. Her team had more photos than they could catalog. Rather than recruiting the help of other scientists, Swanson asked gamers for help. Volunteers went through 18 months' worth of photos in three days, classifying over one million animals. "This is the largest data set of its kind and would never have been possible without the help of the general public," Swanson said.

But having gamers solve real-world problems is controversial. Gamers may spend long hours online, trying to solve a problem. Some people think it is unethical to ask gamers to research for long hours without pay. But many gamers disagree. For example, Eli Fisker is a librarian. He's also a top-ranked player of EteRNA, a game similar to *Foldit*. Fisker enjoys playing EteRNA because it helps him feel empowered. He said, "We play, fail and succeed. I can do something concrete about a specific problem."

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Careers in Video Games

Have you ever played a video game and thought about how the game could be improved? Have you wished you could help create a video game? If so, a career in the growing video game field may be for you.

According to the U.S. Department of Labor, careers in video game design will continue to skyrocket, placing it among the fastest-growing careers in the United States. The U.S. Bureau of Labor Statistics projects that the demand for game-design jobs will continue to increase each year by over 8 percent. While many job opportunities exist in the video game industry, the two best-known jobs are video game designer and video game developer. The video game designer comes up with the concept and storylines of the game. The video game developer is responsible for the computer programming that makes the game run. Other jobs in the industry include video game artists, sound designers, and product testers.

You will need to study different fields, depending on what role you want in the industry. Designers typically have college degrees or certificates in game design or a related field, such as creative writing. Designers often study game theory, game strategy, creative writing, and project management. Developers usually hold degrees in video game development, computer programming, software engineering, or a similar area. Developers study programming languages. Artists usually have art school degrees. They study traditional art techniques and how to use them in a digital environment. Sound designers may receive music or sound engineering degrees.

If you are interested in a career in video games, you can start preparing now. Think about games you already play. What do you like about these games, and which features of the game would you improve? Start writing down your own ideas. Think about story lines, characters, and environments you would like a game to have. If you are interested in programming a game, you can find free resources about this online.

In high school, take classes that will give you a head start in college. Computer science and programming classes are good choices. Art and design classes are also important. Math is crucial for game development and programming. English and writing classes develop skills essential for any game designer. Even extracurricular activities can help. Student government, sports teams, and clubs can help you develop leadership and teamwork skills. These are qualities you will need no matter what job you have.

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Item 13

Evidence-Based Selected-Response Technology-Enhanced

This question has two parts. Answer Part A, and then answer Part B.

Part A

Which statement BEST describes a key claim the author makes in "Play Video Games, Solve Real-World Problems"?

A. Scientists prefer to conduct research projects with the assistance of gamers.
B. Most gamers prefer to work on research projects that involve identifying animals.
C. Gamers who make research contributions should be compensated for their work.
D. Gamers willing to take part in online research can be extremely helpful to scientists.

Part B

Which sentence from the passage BEST supports the answer in Part A?

A. According to the *Foldit* website, "Since proteins are part of so many diseases, they can also be part of the cure."
B. The website Zooniverse calls itself "the world's largest and most popular platform for people-powered research."
C. Volunteers went through 18 months' worth of photos in three days, classifying over one million animals.
D. Some people think it is unethical to ask gamers to research for long hours without pay.

Item 14

Selected-Response

Read the sentence from "Careers in Video Games."

> **According to the U.S. Department of Labor, careers in video game design will continue to <u>skyrocket</u>, placing it among the fastest-growing careers in the United States.**

What is the MOST LIKELY reason the author uses the word *skyrocket* in the sentence?

A. to indicate that experts believe video games are becoming too popular
B. to acknowledge that many famous video games have a space theme
C. to emphasize that the opportunities in the video game industry are exciting
D. to express concern that there are currently not enough video game designers

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Item 15

Selected-Response

Which statement BEST contrasts the authors' points of view in BOTH passages?

A. The author of "Play Video Games, Solve Real-World Problems" thinks that people should study science, while the author of "Careers in Video Games" thinks it is more important for people to study programming and art.

B. The author of "Play Video Games, Solve Real-World Problems" believes video games should focus on research, while the author of "Careers in Video Games" believes video games should simply be played for fun.

C. The author of "Play Video Games, Solve Real-World Problems" claims that there is a decrease in career opportunities because of games that collect data, while the author of "Careers in Video Games" claims that the video game industry is growing.

D. The author of "Play Video Games, Solve Real-World Problems" believes members of the video game industry can be helpful with no training, while the author of "Careers in Video Games" thinks that people need a great deal of training to succeed in the video game industry.

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Item 16

Extended Constructed-Response

Imagine that you and a friend join a video game club and the teacher asks you to create a video game that makes a positive change in the world. Write a story describing what happens when you and your friend create the new game. Use ideas from the passages to develop your story.

Narrative Writer's Checklist

Be sure to:

- Write a narrative response that develops a real or imagined experience.
- Establish a context for the experience and a point of view.
- Introduce a narrator and/or characters.
- Organize events in a natural and logical order.
    - Use a variety of transitions to sequence the events, to indicate shifts from one time frame or setting to another, and to show the relationships between the events.
- Use dialogue, description, pacing, and/or reflection to:
    - develop events.
    - develop characters.
    - develop experiences.
- Use precise words and phrases, relevant descriptive details, and sensory language to communicate the action and to describe the events.
- Include a conclusion that reflects on the experience in your narrative.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your narrative on your answer document. Refer to the Writer's Checklist as you write and proofread your narrative.

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Sample Items 17–23

Writing Standalone Items

On the Georgia Milestones End-of-Grade assessment, there will be writing standalone items that assess your understanding of argumentative, informational/explanatory, and narrative writing and revision skills. There will also be writing standalone items that assess your writing planning and research skills.

Item 17

Selected-Response

Read the paragraph from a student's argumentative essay.

> **[1]Over the past few years, our school has not offered a student newspaper program. [2]Living in the digital age, it may seem as though the idea of a printed newspaper is outdated and unnecessary, but I think it is important to bring back this tradition. [3]School newspapers allow student writers to express their creative ideas and student readers to learn about the people, activities, and trends in their schools. [4]Students who work on school newspapers gain invaluable experience in writing, researching, and interviewing. [5]For these reasons, we should consider reestablishing a printed student newspaper at our school.**

Which sentence should be added between sentence 4 and sentence 5 to provide credible and relevant support for the student's argument?

A. According to Dr. Lyons, a journalism professor at a local university, "The school will need to plan in advance how frequently newspapers are printed and recruit students who are interested in journalism to work on the newspaper staff."

B. A study conducted by the High School Journalism Institute found that roughly 20 percent of students who worked on their school newspaper demonstrated better writing and grammar skills in college than students who did not have those journalism experiences.

C. According to Mr. Johnson, the football coach, "Similar to sports, working on the school newspaper requires teamwork, which is necessary to meet print deadlines."

D. In a recent school survey, 70 percent of students felt a school newspaper would help students feel more connected to each other, but an overwhelming number of these students indicated they would be most interested in reading an online newspaper.

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Item 18

Selected-Response

A student is writing an informational essay about the International Space Station (ISS). The student's central idea focuses on how astronauts who live and work on the ISS are learning valuable information that benefits people on Earth. Which information should the student include in her essay to BEST help the reader understand the topic?

A. a list of specific examples of how research on the ISS has improved life on Earth
B. a map that highlights the different countries that were involved in building the ISS
C. a diagram that shows the total distance between the ISS and Earth
D. a photograph of an astronaut's living quarters on the ISS

Item 19

Selected-Response

Read the paragraph from a student's narrative.

> **"Have fun on your field trip, Alma! You may want to pack an umbrella." My dad's last-minute advice repeated in my head. I wished I had taken his advice, but I never expected to encounter a drenching downpour of rain during the school hiking trip. Yet here I was, soaked to the bone and unable to see more than a few steps in front of me on the nature trail. For only a moment, I lost sight of the trail guide and my group, but it was enough time to make my stomach somersault with worry. Calmly, I stopped and peered intently through the wall of rain, straining to see someone ahead of me. <u>I saw the orange vest of the guide.</u> What a relief! I raced forward, and when I reached Josie in the back of the group, I grabbed her hand and vowed not to let go until the rain stopped.**

Which revision of the underlined sentence is the BEST way to add more sensory language to the paragraph?

A. I noticed something orange, maybe the trail guide's vest, moving ahead of me.
B. Through the falling rain, I caught a glimpse of bright orange ahead of me.
C. A little farther down the trail, I thought I recognized the trail guide wearing orange in the distance.
D. Suddenly a flash appeared, and I realized it was the guide's neon-orange vest glowing through the rain.

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Item 20

Selected-Response

Read the paragraph from a student's report.

> **[1]Amateur chefs seeking to create the perfect omelet or bake a delicious cookie often turn to online recipes or cooking shows for tips on food preparation. [2]Some, though, are taking their cooking skills to a new level by enrolling in science classes. [3]In these classes, people can learn important scientific principles that help them become better chefs. [4]They learn, for example, how mechanical agitation can cause proteins to denature. [5]Additionally, they may learn about the chemical changes that occur when heat is applied to eggs, dairy products, and various types of cooking oils.**

What should the student do to make the paragraph clearer for the audience while still maintaining the purpose of the report?

A. Include a recipe for the cookies described in sentence 1.
B. List other reasons a student may take a chemistry class in sentence 2.
C. Define and explain the unfamiliar terms included in sentence 4.
D. Describe where chefs can purchase the ingredients listed in sentence 5.

Item 21

Selected-Response

Genevieve is working on a research paper. She is interested in the topic of plants that have healing properties. She needs to focus her research more specifically.

Which question is BEST for the purpose of focusing her research?

A. How have plants been used for medicine throughout history?
B. How has one type of plant been used as medicine?
C. How can people create recipes that use healthy plants in their diets?
D. How have the health benefits of plants been used to sell products?

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Item 22

Drop-Down Technology-Enhanced

A student wrote a letter to the principal about a potential field trip. Choose the phrase from each drop-down menu that maintains the formal style of the letter.

The movie *The Pursuit of Revolutionary Freedom* will be released in theaters at the end of next month. Each eighth-grade class in our school is currently reading the historical fiction novel upon which the film is based. The book shows [ ] during the American Revolution. Giving the eighth graders the opportunity to see the movie would be [ ]. Please consider the possibility of an eighth-grade field trip to the movie theater next month.

Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

The movie *The Pursuit of Revolutionary Freedom* will be released in theaters at the end of next month. Each eighth-grade class in our school is currently reading the historical fiction novel upon which the film is based. The book shows [ ] during the American Revolution. Giving the eighth graders the opportunity to see the [ ]. Please consider the possibility of an eighth-grade field trip to the

- historical stuff that happened
- several perspectives about life
- how those guys lived

The movie *The Pursuit of Revolutionary Freedom* will be released in theaters at the end of next month. Each eighth-grade class in our school is currently reading the historical fiction novel upon which the film is based. The book shows [ ] during the American Revolution. Giving the eighth graders the opportunity to see the movie would be [ ]. Please consider the possibility of an eighth-grade field trip to the movie theater ne

- a really cool thing to do
- the move that should totally be made
- a positive educational experience

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Item 23

Drag-and-Drop Technology-Enhanced

A student is writing a research report to answer the question "How successful has the United States Women's Ice Hockey Team been in the Olympics compared to teams from other countries?" Move the TWO relevant sources into the chart.

?

Relevant Sources
•
•

a graphic showing the increase in female hockey players in the United States over the past 20 years

a book titled *Olympic Hockey History: World Teams That Battled on the Ice*

an online article titled "The Hockey Star Who Skated Her Way to Olympic Glory"

an article explaining how the United States selects players for its Olympic hockey teams

a chart listing results of each women's hockey game in the Olympics since 1998

Use a mouse, touchpad, or touchscreen to move the descriptions below the chart into the chart beside the bullets.

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Unit 4: Language

CONTENT DESCRIPTION

The language portion of the English Language Arts test focuses on the conventions of Standard English, including grammar and usage and the proper use of capitalization, punctuation, and spelling.

Conventions of Standard English

- Show a command of the conventions of Standard English grammar and usage when writing.
- Show a command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Understand the rules of comma, ellipsis, and dash usage, and use the punctuation correctly.
- Understand how to form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.

Knowledge of Language

- Express yourself clearly and in an interesting way.
- Choose words carefully so readers understand what you are writing.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects in your writing.

Vocabulary Acquisition and Use

- Use different strategies (e.g., context, affixes, roots) to help you determine the meaning of unknown or multiple-meaning words.
- Show an understanding of figurative language (i.e., similes, metaphors, personification, hyperbole, idioms, onomatopoeia, alliteration, and assonance) and interpret figures of speech (e.g., verbal irony, puns).
- Use the relationships between particular words to better understand each of the words.
- Think about the connotations of words with similar definitions.
- Use reference materials to determine or clarify a specific word's precise meaning or its part of speech.

KEY TERMS

Grammar: Grammar refers to the set of rules for language. (L1)

Usage: Using the correct word when there is a choice is known as correct usage (e.g., *to*, *too*, and *two*). (L1)

Participle: A participle is a verb form that functions as an adjective within the sentence. Present participles typically end in *-ing* and past participles typically end in *-ed*. (L1a)

Gerund: A gerund is a present participle that is used as a noun. It can be the subject of a verb, the object of a verb, a predicate nominative or complement, or the object of a preposition. (L1a)

Infinitive: An infinitive is a phrase that consists normally of the word "to" followed by a verb. The phrase can act as a noun, adjective, or adverb within the sentence. Examples are *to swim*, *to learn*, and *to look*. (L1a)

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Active voice: A sentence uses active voice when the subject of the sentence performs the action expressed in the verb. This is a preferred construction for most writing to present ideas clearly and to avoid unnecessary wordiness. An example is *The girl caught the fish*. (L1b)

Passive voice: A sentence uses passive voice when the subject of the sentence receives the action. An example of passive voice is *The fish was caught by the boy*. (L1b)

Indicative verb: The indicative verb is used to simply state a fact or opinion. (L1c)

Imperative verb: The imperative verb is used to command or tell someone to take action. It is understood that the pronoun *you* is the direct object of the imperative verb. Examples are *eat*, *sit*, and *be*. (L1c)

Interrogative verb: An interrogative verb is used when the author or speaker is asking a question. (L1c)

Conditional verb: A conditional verb is used when a situation is dependent on a particular condition. An example is *I would love to see you if you have some time available today*. (L1c)

Subjunctive verb: A subjunctive verb shows something that is contrary to fact. An example is *I wish we would have had dinner earlier*. (L1c)

Punctuation: Punctuation refers to writing marks that help to separate and clarify ideas. Examples of punctuation are the period, comma, colon, dash, ellipsis, exclamation mark, and question mark. (L2)

Context: Context refers to words and phrases that surround another word and help to explain its meaning. Sometimes a word cannot be understood without the context of the words and phrases around it. For example, the word *leaves* is a **multiple-meaning word** because it could mean several things. When a full sentence is included, such as *The leaves of the tree were swaying in the wind* or *She needs to remember to grab her backpack before she leaves for school*, the meaning is clear. (L4, L4a)

Context clues: Context clues are the words, facts, or ideas in a text that explain a difficult or unusual word. For example, *dehydrated* is a difficult word. However, you can use clues included in the context of a piece of writing to figure out the meaning of *dehydrated*. *After running in gym class*, *I was dehydrated*. *I felt much better after drinking two glasses of water*. Using the context clues in the sentences, it is clear the meaning of *dehydrated* is *in need of water*. (L4a)

Root: The root of a word is the foundation of a word. Knowing the meaning of the root can help a reader determine the meaning of its variations. For example, if you know that a *school* is a place that provides knowledge, you may be able to guess that a *scholar* is someone who is seeking knowledge. (L4b)

Affix: An affix refers to letters that are added to a root word that change its meaning. For example, when the prefix *dis-* is added to the word *interest*, the word *disinterest* means the opposite of the root word *interest*. (L4b)

Dictionary: A dictionary is a reference book that provides the **precise**, or exact, meanings of words and phrases. (L4c)

Glossary: A glossary is an alphabetical list of words and phrases and their meanings. A glossary is often found at the end of a text. (L4c)

Figurative language: To understand figurative language, you need to distinguish between literal and figurative meanings of words and phrases. Literal refers to the actual meaning of a word or phrase. For example, if someone tells you to *open the door*, you can open a physical door. If someone tells you to *open the door to your heart*, you are not expected to find a door in your chest. Instead, you open up your feelings and emotions. (L5)

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The following are examples of figurative language:

- **Personification:** When a writer describes an object as if it were a person, he or she is using personification; for example, *The trees sighed in the afternoon breeze*. The trees cannot really sigh but seemed to as they moved gently in the breeze. (L5)
- **Simile:** A simile is a comparison using *like* or *as*; for example, *She is as pretty as a picture*. (L5)
- **Metaphor:** A metaphor is a direct comparison that states one thing is another. It isn't meant to be literal, but descriptive. For example, if someone describes recess by saying that *it was a zoo*, he or she is using a metaphor. Recess was chaotic, with lots of different people running around; it was not literally a zoo. (L5)
- **Allusion:** An allusion is an indirect reference to something. When a writer refers to something without mentioning it explicitly, it is an allusion; for example, *The new student is a regular Einstein*. In this sentence, the writer is alluding to Albert Einstein, the Nobel Prize–winning scientist and historical figure. (L5)
- **Hyperbole:** Hyperbole is exaggeration beyond belief. *My father can lift two tons* is an example of hyperbole. (L5)
- **Idiom:** Idioms are quirky sayings and expressions specific to a language. If a saying seems unfamiliar or is not understood, it may be an idiom that needs to be researched. (L5)
- **Onomatopoeia:** Onomatopoeia is a word that imitates the natural sound of something. Examples are *meow*, *pop*, *fizz*, and *clop*. (L5)
- **Alliteration:** Alliteration is the use of the same sound to start several words in a row; for example, *The beautiful butterfly blew by the bay*. (L5)
- **Assonance:** Assonance is the use of words that have repetition of similar vowel sounds but are not rhyming words. Examples are *cake* and *lane* or *eat* and *eel*. (L5)

Figure of speech: A figure of speech is a word or phrase that has a meaning beyond the literal meaning of the word. Figures of speech are often used to emphasize an image, situation, or emotion for greater effect. The most common figures of speech are personification, simile, metaphor, hyperbole, idiom, onomatopoeia, and alliteration. (L5a)

The following are examples of figures of speech:

- **Verbal irony:** An expression a person uses that means the opposite of what is said is called verbal irony. (L5a)
- **Dramatic irony:** An event or other literary element of which the reader is aware but that is unknown to the characters is called dramatic irony. (L5a)
- **Situational irony:** An instance in which characters' actions have the opposite effect of what is planned is called situational irony. (L5a)
- **Pun:** A pun is a word or phrase with more than one meaning that is used in a funny way. Here is an example from a fable about fish talking: *The first fish tells the second fish to just drop a line when he is ready to talk*. (L5a)

Denotation and connotation: A connotation is an implied meaning—it is the meaning the writer intends, which may not be the same thing as the literal or dictionary meaning of a word. Denotation is the exact definition of a word. Words can have different connotations depending on how they are used. For example, *polite* and *diplomatic* have similar denotations (respectful, courteous) but can have different connotations (polite is more positive, while diplomatic connotes that the respectful behavior may be masking other true feelings). (L5c)

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Important Tips

- To study for this part of the EOG assessment, concentrate on the kinds of errors you typically make in your own writing. Then review grammar rules for those specific kinds of errors. Use books or free online resources to find practice items that you can try. You can work with a partner and question each other on grammar rules or try editing sentences together. Focus your review time on strengthening the areas or skills that need it the most.
- When you are faced with an unknown word, go back to the passage. Start reading two sentences before the word appears and continue reading for two sentences afterward or elsewhere in the passage to understand the context in which the word is being used.

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Sample Items 24–31

Item 24

Selected-Response

Which sentence is the BEST way to revise the underlined sentence so that the paragraph is consistently written in the active voice?

> **We spent many of our summers on the Georgia Sea Islands. <u>The music played by the residents there was inspiring</u>. I would give anything to play that well.**

A. The music was played by residents, and it was inspiring.
B. Music was played that was inspired by the residents.
C. Inspiring music was played by the residents.
D. The residents played inspiring music.

Item 25

Selected-Response

What is the function of the underlined word in the sentence?

> **<u>Reading</u> is my favorite way to spend a quiet afternoon.**

A. adjective
B. noun
C. preposition
D. verb

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Item 26

Selected-Response

Read the sentence.

> **The Harlem Renaissance an important period of artistic expression allowed for great cultural expression.**

Which revision shows the correct use of commas to indicate a pause?

A. The Harlem Renaissance, an important period, of artistic expression allowed for great cultural expression.
B. The Harlem Renaissance an important period of, artistic expression, allowed for great cultural expression.
C. The Harlem Renaissance an important period of artistic expression, allowed for great, cultural expression.
D. The Harlem Renaissance, an important period of artistic expression, allowed for great cultural expression.

Item 27

Selected-Response

Which underlined word contains a spelling error?

> **His <u>facial</u> <u>reaction</u> was quite <u>quizical</u> in <u>nature</u>.**

A. facial
B. reaction
C. quizical
D. nature

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Item 28

Selected-Response

Jordan wants to use a quotation from the school principal in an article she is writing for the school newspaper about the sale of food on campus.

> **"We've explored a number of different options, from outside vendors to clubs that want to hold food sales, and we think there are some ways we can make this work."**
>
> **—Principal Gonzalez**

Jordan has a strict word limit for her article, so she needs to omit a few words from the quotation. Which sentence shows the BEST way to punctuate the omission?

A. "We've explored a number of different options, . . . and we think there are some ways we can make this work."
B. "We've explored a number of different options. And we think there are some ways we can make this work."
C. "We've explored a number of different options, and we think there are some ways we can make this work."
D. "We've explored a number of different options! And we think there are some ways we can make this work."

Item 29

Selected-Response

Read the sentence.

> **We _____ to go to the store again if we _____ out of milk.**

Which words correctly complete the sentence with the appropriate verb mood?

A. might have/run
B. may have/ran
C. could have/had run
D. will have/were running

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Item 30

Drop-Down Technology-Enhanced

Read the sentences. Select a word or phrase from each drop-down menu to maintain the verb mood in the sentences.

Antarctica is an amazing continent that is covered in a vast sheet of ice. If I [ ] to visit it someday, I [ ] penguins on the land and whales in the sea.

Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

Antarctica is an amazing continent that is covered in a vast sheet of ice. If I [ ] to visit it someday, I [ ] penguins on the land and whales in the sea.

will see
would see
would have seen

was
were
will be

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Item 31

Drag-and-Drop Technology-Enhanced

Complete the sentences with the correct verbs and verb phrases.

Imperative Mood	First, _____ to my uncle's restaurant and _____ the famous chicken sandwich.
Subjunctive Mood	If Superman _____ to my uncle's restaurant, he _____ a double cheeseburger.
Indicative Mood	Each week my family _____ to my uncle's restaurant and _____ two family-sized pizzas.

go	**would order**
goes	**orders**
could have gone	**order**
were to go	**is ordering**

Use a mouse, touchpad, or touchscreen to move the options below the table onto lines in the table.

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ENGLISH LANGUAGE ARTS (ELA) ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
1	ELAGSE8RL3 Literary	2	C	The correct answer is choice (C) He fidgeted with his hat, not knowing where it should go, but certain that it couldn't go back on his head. This shows he is self-conscious. Choice (A) is incorrect. It describes the setting only. Choice (B) is incorrect, as it illustrates being respectful, not self-conscious. Choice (D) is incorrect, as it does not relate to being self-conscious.
2	ELAGSE8RL4 Literary	2	B	The correct answer is choice (B) Caleb is less likely to embarrass himself while he is busy eating. This explains the connotation of *mercifully*. Choice (A) is incorrect because this is not supported in the text. Choice (C) is incorrect because, even though delivering some meals might be an act of mercy, this meal is not charity. Choice (D) is incorrect because the meal was paid for by Bollinger.
3	ELAGSE8RL2 Literary	2	N/A	See scoring rubric and exemplar response on page 83.
4	ELAGSE8RL3 Literary	3	A/C	The correct answers are choice (A) a desire to be independent from his family **and** choice (C) He had no words to explain their disappointment at his wanting to chart his own course, not to mention how effortlessly he'd settled into a life on the plains. Caleb's family wants him to work in the family business, but he wants to forge his own path. He feels burdened by his family's expectation that he work in the family business. The answer choice for Part B of the item shows text from the story that supports this conclusion. In Part A, choice (B) is incorrect because, while the new job is adventurous, Caleb's motivation stems more from the desire for independence. Choice (C) is incorrect because a desire for money is not stated or implied about Caleb. Choice (D) is incorrect, as there is no expressed desire or need to travel to other places, though the job will require travel. The incorrect options in Part B support incorrect answers in Part A.
5	ELAGSE8W3	4	N/A	See scoring rubric beginning on page 95 and sample responses on page 84.

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Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
6	ELAGSE8RI1 Informational/ Explanatory	2	B	The correct answer is choice (B) odd creatures are not only alive but living in this dark underworld away from light. The passage indicates that prior to the discovery, scientists thought life on Earth could not exist without sunlight. Choices (A), (C), and (D) are incorrect because they do not support this conclusion.
7	ELAGSE8RI4 Informational/ Explanatory	2	C	The correct answer is choice (C) extracting. The article contrasts the way these life forms obtain, or get, energy with the way most life forms get energy. The creatures are *extracting* energy to stay alive. Choices (A), (B), and (D) are incorrect because *depositing*, *emptying*, and *wasting* would change the meaning of the sentence.
8	ELAGSE8RI2 Informational/ Explanatory	3	N/A	See scoring rubric and exemplar response on page 85.
9	ELAGSE8RI3 Informational/ Explanatory	2	D	The correct answer is choice (D) by citing research that shows customers now consume an average of 400 fewer calories than prior to labeling. The author of "Label the Meals" makes the connection between labeling information and people making healthy food choices with this evidence. Although choices (A), (B), and (C) also provide passage-based evidence, they do not support the connection between labeling and consuming fewer calories.
10	ELAGSE8RI6 Informational/ Explanatory	2	B	The correct answer is choice (B) an analysis of cash register records for restaurant customers. Choices (A), (C), and (D) are incorrect because this is not the kind of evidence that the author supplies to contradict the claim that customers order foods with fewer calories when nutritional information is posted in restaurants.
11	ELAGSE8RI9 Informational/ Explanatory	3	N/A	See scoring rubric and sample responses on page 86.
12	ELAGSE8W1 ELAGSE8L1 ELAGSE8L2	4	N/A	See scoring rubric beginning on page 99 and sample response on page 87.

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Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
13	ELAGSE8RI8	3	D/C	The correct answers are choices (D) Gamers willing to take part in online research can be extremely helpful to scientists **and** (C) Volunteers went through 18 months' worth of photos in three days, classifying over one million animals. A key claim the author makes in the passage is that everyday video gamers can help collect data for scientists. The answer choice for Part B of the item shows text from the passage that supports this key claim. In Part A, choice (A) is incorrect because it is a misinterpretation of the passage. The author does not claim that scientists prefer to conduct research with the help of gamers. Choice (B) is incorrect because it is an incorrect assumption based on a specific research example provided in the text. Choice (C) is incorrect because the author includes this as a counterargument rather than support for a claim. The incorrect options in Part B support incorrect answers in Part A.
14	ELAGSE8RI4	2	C	The correct answer is choice (C) to emphasize that the opportunities in the video game industry are exciting. The article focuses on how the video game industry is continuing to grow. Choices (A), (B), and (D) are incorrect because they reflect misinterpretations of why the author uses the word *skyrocket*.
15	ELAGSE8RI6	3	D	The correct answer is choice (D) The author of "Play Video Games, Solve Real-World Problems" believes members of the video game industry can be helpful with no training, while the author of "Careers in Video Games" thinks that people need a great deal of training to succeed in the video game industry. The first passage focuses on how everyday people can help support research simply by playing video games. The second passage focuses on the steps one must take to become qualified to work in the video game industry. Choice (A) is incorrect because the author of the first passage does not advocate that people should study science. Choice (B) is incorrect because the author of the second passage focuses on careers in video games rather than the fun of the games. Choice (C) is incorrect because the first author does not focus on career opportunities in the video game industry.
16	ELAGSE8W3	4	N/A	See scoring rubric beginning on page 95 and sample responses beginning on page 88.

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Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
17	ELAGSE8W1b	2	B	The correct answer is choice (B) A study conducted by the High School Journalism Institute found that roughly 20 percent of students who worked on their school newspaper demonstrated better writing and grammar skills in college than students who did not have those journalism experiences. The student is trying to convince the school to reinstate the newspaper program and is emphasizing potential benefits of this program. This is a credible statistic to support the student's argument. Choice (A) is incorrect because, while the source seems credible, the focus of the sentence is on the logistics of starting a newspaper program and not the benefits. Choice (C) is incorrect because the football coach is not the most credible source for this particular purpose. Choice (D) is incorrect because, while the source seems credible, the information about online newspapers lacks relevance to the student's argument.
18	ELAGSE8W2a	2	A	The correct answer is choice (A) a list of specific examples of how research on the ISS has improved life on Earth. This information directly supports the student's central idea. Choice (B) is incorrect because a map showing the countries involved in building the ISS does not support the central idea. Choice (C) is incorrect because the total distance between the ISS and Earth is not relevant to the central idea. Choice (D) is incorrect because, although the central idea mentions living on the ISS, the focus is on the information astronauts are learning.
19	ELAGSE8W3d	2	D	The correct answer is choice (D) Suddenly a flash appeared, and I realized it was the guide's neon-orange vest glowing through the rain. This option contains the best sensory language to replace the underlined sentence in the paragraph. Choice (A) is incorrect because the detail lacks sensory detail. Choice (B) is incorrect because, while "caught a glimpse" seems appealing, the sentence does not reveal that the character saw the orange vest, which is a necessary detail in the story. Choice (C) is incorrect because the detail is repetitive and lacks sensory detail.

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Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
20	ELAGSE8W4	3	C	The correct answer is choice (C) Define and explain the unfamiliar terms included in sentence 4. The sentence uses science-specific vocabulary that stands out as needing additional explanation. Choice (A) is incorrect because including a recipe will not reinforce the purpose of the report. Choice (B) is incorrect because adding these reasons is irrelevant to the purpose of the report. Choice (D) is incorrect because describing where these ingredients can be purchased is irrelevant to the purpose of the report.
21	ELAGSE8W7	2	B	The correct answer is choice (B) How has one type of plant been used as medicine? This question will best focus this research paper, as it supports narrowing the topic to one plant with healing properties. Choice (A) is far too broad, and choices (C) and (D) are not closely enough related to the research topic.
22	ELAGSE8W1d	2	N/A	See scoring rubric and exemplar response on page 90.
23	ELAGSE8W8	2	N/A	See scoring rubric and exemplar response on page 91.
24	ELAGSE8L1b	2	D	The correct answer is choice (D) The residents played inspiring music. *Played* is an active verb. Choices (A), (B), and (C) are all in the passive voice.
25	ELAGSE8L1a	1	B	The correct answer is choice (B) noun. The word *reading* is a gerund and functions as a noun in this sentence. Choices (A) and (C) are incorrect because the word does not function as either of those parts of speech. Choice (D) is incorrect, though the word does end in *-ing* like some verbs. In this case, *reading* is a noun that is made from a verb.
26	ELAGSE8L2a	1	D	The correct answer is choice (D) The Harlem Renaissance, an important period of artistic expression, allowed for great cultural expression. The phrase *an important period of artistic expression* requires a pause and, therefore, should be set off with commas. Choices (A), (B), and (C) are incorrect because they use commas to pause at incorrect places.
27	ELAGSE8L2c	1	C	The correct answer is choice (C) quizical. *Quizzical* is one of those troublesome words with a double consonant. Choices (A), (B), and (D) are all spelled correctly.

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Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
28	ELAGSE8L2b	2	A	The correct answer is choice (A) “We’ve explored a number of different options, . . . and we think there are some ways we can make this work.” This sentence correctly uses an ellipsis to show an omission from the quotation. Choices (B), (C), and (D) do not contain ellipses and are not punctuated correctly to show that text was omitted from the quotation.
29	ELAGSE8L1c	2	A	The correct answer is choice (A) might have/run. This choice is the correct mood for the sentence. Choices (B), (C), and (D) are all incorrect moods and do not make sense in the context of the rest of the sentence.
30	ELAGSE8L1d	1	N/A	See scoring rubric and exemplar response on page 92.
31	ELAGSE8L1c	2	N/A	See scoring rubric and exemplar response on page 93.

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ENGLISH LANGUAGE ARTS (ELA) EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

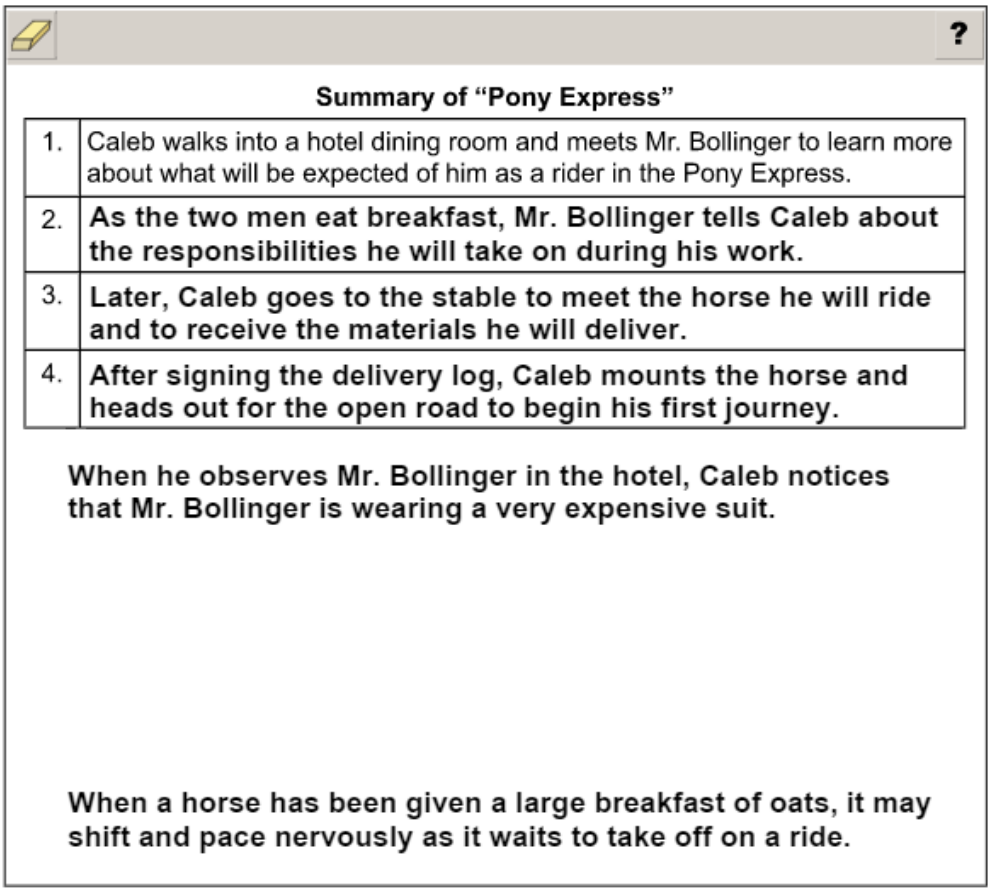
Item 3

Scoring Rubric

Points	Description
2	The student correctly fills in all three rows.
1	The student correctly fills in two rows.
0	The student does not correctly fill in at least two rows.

Exemplar Response

The correct response is shown below.



Summary of "Pony Express"

1.	Caleb walks into a hotel dining room and meets Mr. Bollinger to learn more about what will be expected of him as a rider in the Pony Express.
2.	**As the two men eat breakfast, Mr. Bollinger tells Caleb about the responsibilities he will take on during his work.**
3.	**Later, Caleb goes to the stable to meet the horse he will ride and to receive the materials he will deliver.**
4.	**After signing the delivery log, Caleb mounts the horse and heads out for the open road to begin his first journey.**

When he observes Mr. Bollinger in the hotel, Caleb notices that Mr. Bollinger is wearing a very expensive suit.

When a horse has been given a large breakfast of oats, it may shift and pace nervously as it waits to take off on a ride.

The correct answers are "As the two men eat breakfast, Mr. Bollinger tells Caleb about the responsibilities he will take on during his work," "Later, Caleb goes to the stable to meet the horse he will ride and to receive the materials he will deliver," and "After signing the delivery log, Caleb mounts the horse and heads out for the open road to begin his first journey," in that order. These responses are correct because they are sequential and provide key details that are relevant to an objective summary without including minor details or supporting details. NOTE: Response order does affect scoring.

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Item 5

To view the four-point rubric for a text-based narrative response, see pages 95 and 96.

Exemplar Response

Points Awarded	Sample Response
4	Well, I got the job, and I didn't make too much of a fool of myself. I think Mr. Bollinger knows about my family's business, but he didn't even bring it up. He seems to have high hopes for this mail delivery plan, and he's expressed confidence in me. That means that when I make it, I'll make it on my own. It doesn't look easy, however. I'll be riding all day in all kinds of conditions—like storms and rock slides—and there's even the chance I'll be stopped by roadside bandits. It seems like the only thing that really rests is the horse. But in a way, that makes perfect sense. At any rate, I got the job I wanted. I'm going to succeed. I'll make Mr. Bollinger and my family back in West Virginia proud.
3	I don't suppose I'll get good treatment like that every day that I work for the Pony Express, but it sure was a good way to begin. Mr. Bollinger seemed like a good man, and he explained the job very clearly. It's a big responsibility, delivering people's mail. But I can do it. This is why I came out here to work on my own. It also looks like an interesting job. There had better be more going on than herding cattle.
2	Boy, they had everything set up for me. Mr. Bollinger ordered my breakfast. They had the mail pouch ready and my first horse all saddled up. This should be a good group to work for.
1	Twelve hours is a long day, but I can do it. Mr. Bollinger has confidence that I can do it, so I can.
0	I am riding the pony.

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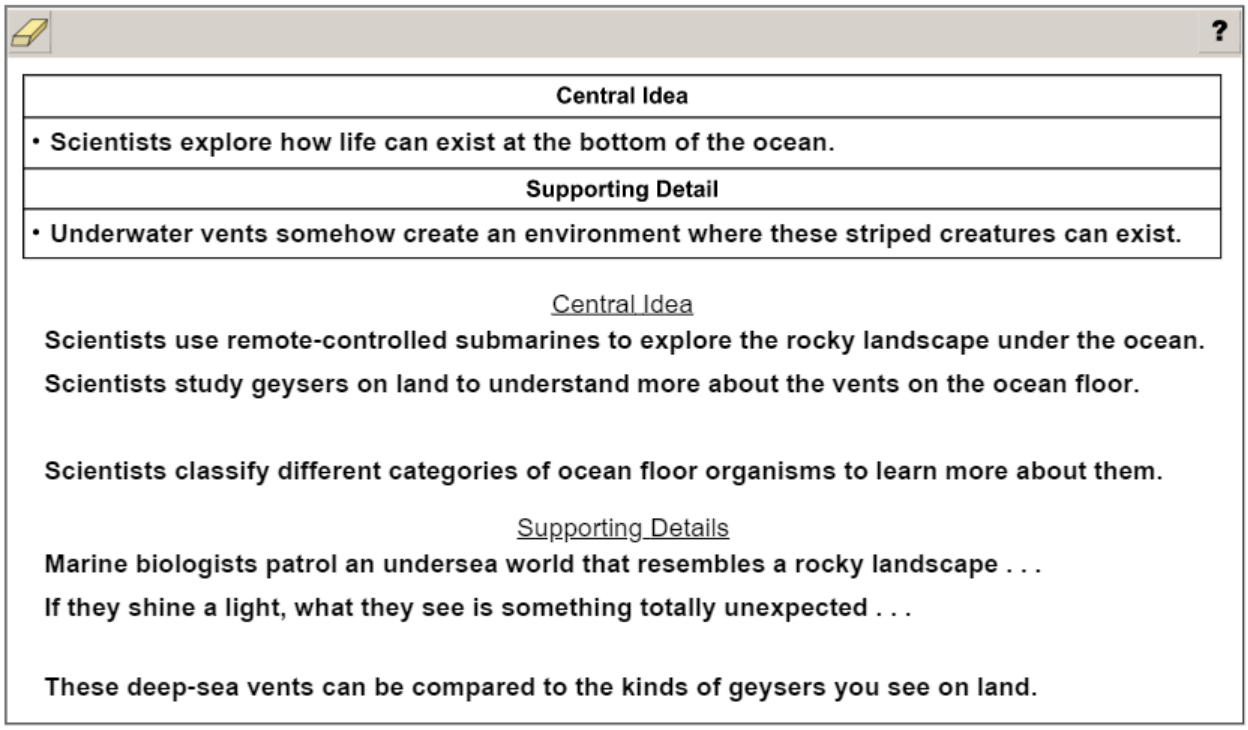
Item 8

Scoring Rubric

Points	Description
2	The student correctly fills in both rows.
1	The student correctly fills in the first row.
0	The student correctly fills in the second row or does not correctly fill in either row.

Exemplar Response

The correct response is shown below.



Central Idea
• Scientists explore how life can exist at the bottom of the ocean.
Supporting Detail
• Underwater vents somehow create an environment where these striped creatures can exist.

Central Idea

Scientists use remote-controlled submarines to explore the rocky landscape under the ocean.

Scientists study geysers on land to understand more about the vents on the ocean floor.

Scientists classify different categories of ocean floor organisms to learn more about them.

Supporting Details

Marine biologists patrol an undersea world that resembles a rocky landscape . . .

If they shine a light, what they see is something totally unexpected . . .

These deep-sea vents can be compared to the kinds of geysers you see on land.

The correct response for the first part of the chart is “Scientists explore how life can exist at the bottom of the ocean.” This is the correct response because in the passage the author presents information about undersea exploration and scientists’ research on how life can exist in the absence of sunlight. The correct response for the second part of the chart is “Underwater vents somehow create an environment where these striped creatures can exist.” This is the correct response because it is a specific finding that explains how marine life can survive at the bottom of the ocean.

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Item 11

Scoring Rubric

Points	Description
2	The exemplar shows a full-credit response. It achieves the following: • Gives sufficient evidence of the ability to analyze a case in which two texts provide conflicting information on the same topic • Includes specific examples/details that make clear reference to the text • Adequately analyzes conflicting information with clearly relevant details based on the text
1	The exemplar shows a 1-point response. It achieves the following: • Gives limited evidence of the ability to analyze a case in which two texts provide conflicting information on the same topic • Includes vague/limited examples/details that make reference to the text • Analyzes conflicting information with vague/limited details based on the text
0	The exemplar shows a response that would earn no credit. It achieves the following: • Gives no evidence of the ability to analyze a case in which two texts provide conflicting information on the same topic

Exemplar Response

Points Awarded	Sample Response
2	The authors of both passages present conflicting arguments about requiring restaurants to label their food. The author of “Label the Meals” argues that restaurants should have labels stating nutrition facts. The author develops the argument by referring to research and studies that show nutritional information helps people become healthier. For example, the author states that research shows that when nutritional information is available in restaurants, “about one-quarter of customers use it to limit what they decide to eat” and, in turn, “consume an average of 400 fewer calories than they typically did prior to labeling.” The author of “We Don’t Need Labels” presents the conflicting argument that nutritional labels aren’t necessary in restaurants. This author claims that labels do not have a big effect on making people healthier and references a study that indicates nutritional labeling hasn’t impacted what consumers are buying. The author then proposes alternative suggestions that might influence consumers, such as grouping selections on a menu according to reasonable health standards.
1	Both passages present conflicting arguments about restaurants providing nutritional labels on their menus. The author of “Label the Meals” argues that, according to research, foods with labels can make people healthier. The author of “We Don’t Need Labels” argues that labels don’t necessarily impact whether someone makes a healthier food choice in a restaurant.
0	Nutritional labeling is a topic many people have different opinions about. In fact, the authors of “Label the Meals” and “We Don’t Need Labels” have conflicting arguments about whether food labels should be required in restaurants.

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Item 12

The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based argumentative response on pages 99 and 100 to see why this example would earn the maximum number of points.

I like being informed. I like to know what will be on a test: not the exact questions, but the material. I watch movie trailers to decide if I'll see a particular movie. And I want to know the nutritional information of the food that I put in my body. Knowing the contents of foods alerts me to ingredients that trigger allergies. In addition, knowing the nutrients and calories helps me balance each meal. Fats, sugars, and carbohydrates are part of many foods, but they can be overdone.

Labeling is not hard for the majority of restaurants because most of them are chains. They already operate in regions with labeling laws, so they already know the contents of each meal. If their hamburger has 560 calories in New York City, it will have 560 calories here. The restaurants unique to our community are small in number and also small in scope. They specialize in seafood or Thai cuisine. The similarity of offerings will make labeling nearly automatic. Whether difficult or easy, presenting the nutritional information of food is critical to the health of the consumer. The author of the passage "Label the Meals" supports this claim by stating that research has shown that when nutritional information is available, "about one-quarter of customers use it to limit what they decide to eat." Those customers in turn eat fewer calories and make healthier choices.

I do have some sympathy for the government argument and also for the fact that fewer than half of consumers will probably care. The author of "We Don't Need Labels" might be onto something when he or she states that forcing restaurants to provide nutritional information is one way government is "inserting itself into business." But sometimes these rules put in place by the government end up having a positive result. For example, there was a time when the government required manufacturers to put seat belts in cars, and later airbags and antilock brakes. At first, people resisted wearing the belts and complained about the increased cost. Yet who would buy a car without those features today? The same will be true for labeling. People will eventually come to realize that they are better off knowing this information to be active participants in promoting their own health.

In the meantime, people can pay attention to the nutritional information provided by restaurants or not. It is their choice. My choice will be to read the contents and eat healthy.

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Item 16

To view the four-point holistic rubric for a text-based narrative response, see pages 95 and 96.

Exemplar Response

Points Awarded	Sample Response
4	Ah, it's the end of the school day which means the start of video game club! Me and my friend Charlie have been going to this club after school all semester long and finally today our teacher Mr. Landy thinks we've learned enough to actually make our own video game! I'm so excited! So I ask Charlie, "what type of game do you wanna make?" "Well, Landy says it should be something that helps people. What if we make a game for people to practice foreign languages with? It could be very helpful for people to learn a new language or even people who just want to practice a language they already know. Plus, you and I are in Spanish class together so we can use study ideas from class in our learning program." Charlie said. "That's a great idea," I exclaim, with a smile growing on my face. "Let's get started right away." Since we had the basic idea for the design of the game done, it was time to start working on the actual game. We agreed to divide up the work. Charlie had always been a genius at programming so he decided to work on that while I worked on the artwork for the game. I've always loved using the computer to create art! And so we each started to work. It took weeks of programming and design work, and a few times we had to run ideas by our Spanish teacher to make sure we were on the right track. But when it was done I felt so proud of everything we had accomplished. The game was finished after what seemed like an eternity. It actually was a lot of fun to play, and very educational. We turned in the project to Mr. Landy, each of us grinning from ear to ear about the work we had done. The next day, Mr. Landy said it was one of the best games anyone has ever made in video game club. He even gave us an A+!
3	One day, Stan and Maria were given the assignment in video game club that they create their own video game. Their teacher said "Make sure your game can make a positive change in the world." They had just been learning about other games that helped science researchers study protiens. It took awhile but Stan and Maria eventually came up with the idea of a game that help people learn the proper ways to sort recycling. "What better way to help the world than to help the environment, Stan you're so smart" Maria said. And so they started out designing and programing the game. They asked for information from kids in the school recycling club. The kids gave many recycling facts and tips to include in the game. It was hard work, but they eventually completed the game. To test the game out, Maria and Stan played for high scores with some of their classmates. Stan felt so glad that everybody was having fun with the game and that he hadnt messed up the programing. Maria just hoped that they might learn something and that in some small way the game would help the world.

Go on to the next page to finish item 16.

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Item 16

Exemplar Response, *continued*

Points Awarded	Sample Response
2	Today the teacher assigned the video game club to form groups and Jesse and Aimee decided to work together on their game. The game would be about there favorite subject, history. the game would teach you and show you how things really happened and the history background of it and Jesse hoped that if people had a better understanding of history they could use it for modern problems. They were so happy when they finished it they knew people would learn.
1	in video game club, i got to make a new game. you got to run around and solve problems in the world and help people. it was sooo much fun i forget that i had other homework to do too.
0	Today in video game club

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Item 22

Scoring Rubric

Points	Description
1	The student correctly selects both drop-down menu options.
0	The student does not correctly select both drop-down menu options.

Exemplar Response

The correct response is shown below.

The movie *The Pursuit of Revolutionary Freedom* will be released in theaters at the end of next month. Each eighth-grade class in our school is currently reading the historical fiction novel upon which the film is based. The book shows [several perspectives about life] during the American Revolution. Giving the eighth graders the opportunity to see the movie would be [a positive educational experience]. Please consider the possibility of an eighth-grade field trip to the movie theater next month.

A student writing a persuasive letter to the principal should employ a formal tone; this type of tone establishes the writer's serious intent and respect for the audience. In the first drop-down menu, the correct response is "several perspectives about life." This response is correct because it is the most formal choice of language and because it maintains the academic tone used throughout the paragraph. In contrast, the other responses use informal, colloquial language, which is not appropriate for this mode of writing or audience. In the second drop-down menu, the correct response is "a positive educational experience." This response is the most formal and appropriate word choice for this mode of writing and audience. In contrast, the other options use slang and colloquial language that are inappropriate for this writing task.

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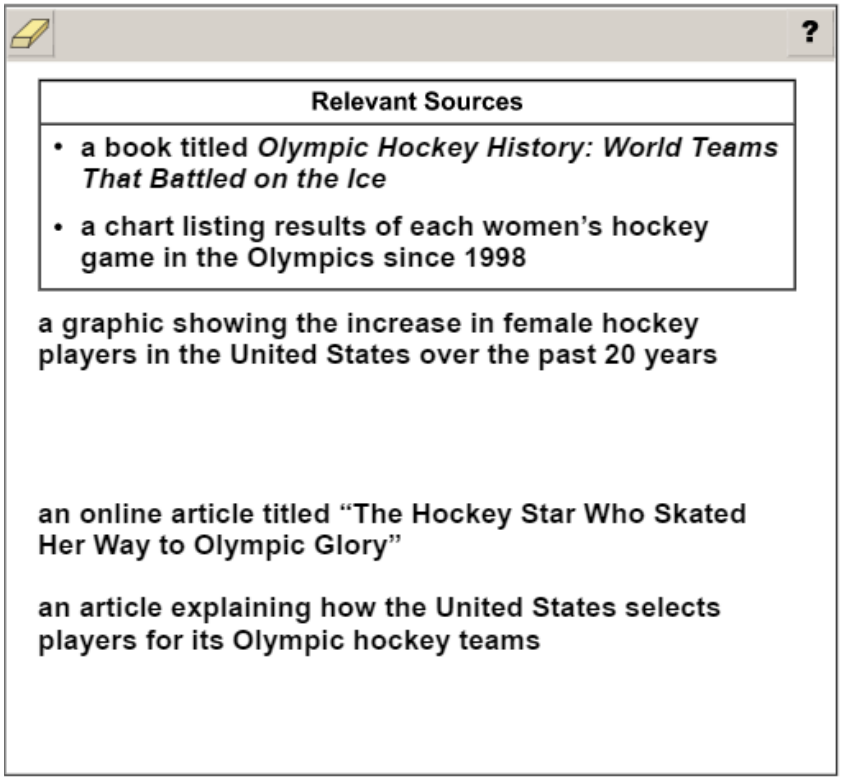
Item 23

Scoring Rubric

Points	Description
2	The student correctly fills in both bullets (order within the box does not matter).
1	The student correctly fills in one bullet (order within the box does not matter).
0	The student does not correctly fill in either bullet.

Exemplar Response

The correct response is shown below.



The correct responses are "a book titled *Olympic Hockey History: World Teams That Battled on the Ice*" and "a chart listing results of each women's hockey game in the Olympics since 1998." Both of these sources are likely to have information about many Olympic ice hockey teams as well as data regarding the success of these teams. NOTE: Response order does not affect scoring.

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Item 30

Scoring Rubric

Points	Description
1	The student correctly selects both drop-down menu options.
0	The student does not correctly select both drop-down menu options.

Exemplar Response

The correct response is shown below.

Antarctica is an amazing continent that is covered in a vast sheet of ice. If I [were] to visit it someday, I [would see] penguins on the land and whales in the sea.

In the first drop-down menu, the correct response is “were,” and the correct response in the second drop-down menu is “would see.” These responses are correct because the sentences require the conditional verb mood, which is established by the subordinate conjunction “If” in the second sentence.

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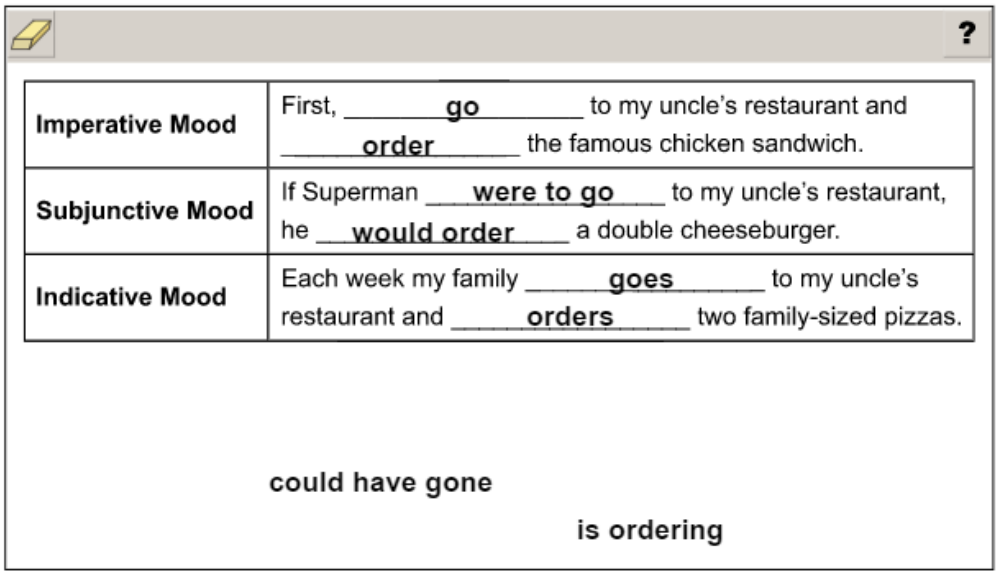
Item 31

Scoring Rubric

Points	Description
2	The student correctly fills in all three rows (order within each row does matter).
1	The student correctly fills in two rows (order within each row does matter).
0	The student correctly fills in one row or does not correctly fill in any rows.

Exemplar Response

The correct response is shown below.



Imperative Mood	First, ____**go**____ to my uncle's restaurant and ____**order**____ the famous chicken sandwich.
Subjunctive Mood	If Superman ____**were to go**____ to my uncle's restaurant, he ____**would order**____ a double cheeseburger.
Indicative Mood	Each week my family ____**goes**____ to my uncle's restaurant and ____**orders**____ two family-sized pizzas.

could have gone

is ordering

The correct responses corresponding to "Imperative Mood" are "go" and "order." Sentences in the imperative mood express commands ("go . . . and order") and often have an implied subject (you). The correct responses corresponding to "Subjunctive Mood" are "were to go" and "would order." Sentences in the subjunctive mood express the hypothetical, as in this sentence, where "Superman" is the subject. The correct responses corresponding to "Indicative Mood" are "goes" and "orders." Sentences in the indicative mood make statements in any verb tense, such as present tense in this sentence, and often focus on matters of fact ("Each week my family goes"). NOTE: Response order does affect scoring.

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ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS

Grade 8 items that are not machine-scored—i.e., constructed-response, extended constructed-response, and extended writing-response items—are manually scored using either a holistic rubric or a two-trait rubric.

Four-Point Holistic Rubric

Genre: Narrative

A holistic rubric evaluates one major trait, which is ideas. On the Georgia Milestones EOG assessment, a holistic rubric is scored from zero to four. Each point value represents a qualitative description of the student's work. To score an item on a holistic rubric, the scorer need only choose the criteria and associated point value that best represents the student's work. Increasing point values represent a greater understanding of the content and, thus, a higher score.

Seven-Point, Two-Trait Rubric

Genre: Argumentative or Informational/Explanatory

A two-trait rubric, on the other hand, evaluates two major traits, which are conventions and ideas. On the Georgia Milestones EOG assessment, a two-trait rubric contains two scales, one for each trait, ranging from zero to four on one scale (ideas) and zero to three on the other (conventions). A score is given for each of the two traits, for a total of seven possible points for the item. To score an item on a two-trait rubric, a scorer must choose for each trait the criteria and associated point value that best represents the student's work. The two scores are added together. Increasing point values represent a greater understanding of the content and, thus, a higher score.

On the following pages are the rubrics that will be used to evaluate writing on the Georgia Milestones Grade 8 English Language Arts EOG assessment.

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Four-Point Holistic Rubric

Genre: Narrative

Writing Trait	Points	Criteria
This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.	4	*The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.* • Effectively establishes a situation and a point of view and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally and logically • Effectively uses narrative techniques, such as dialogue, description, pacing, and reflection, to develop rich, interesting experiences, events, and/or characters • Uses a variety of words and phrases consistently and effectively to convey the sequence of events, signal shifts from one time frame or setting to another, and show the relationships among experiences and events • Uses precise words, phrases, and sensory language to convey experiences and events and capture the action • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning*
	3	*The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.* • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue, description, pacing, and reflection, to develop experiences, events, and/or characters • Uses words and/or phrases to indicate sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events • Uses words, phrases, and details to capture the action and convey experiences and events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions that interfere with meaning*

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Four-Point Holistic Rubric

Genre: Narrative
(continued)

Writing Trait	Points	Criteria
This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.	2	*The student's response is an incomplete or oversimplified narrative based on text as a stimulus.* • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue, description, pacing, or reflection, to develop experiences, events, and/or characters • Uses occasional signal words inconsistently and ineffectively to indicate sequence, signal shifts from one time frame or setting to another, or show the relationships among experiences and events • Uses some words or phrases inconsistently and ineffectively to convey experiences, and events, and capture the action • Provides a weak or ambiguous conclusion • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning*
	1	*The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.* • Response is a summary of the story • Provides a weak or minimal introduction of a situation or character • May be too brief to demonstrate a complete sequence of events, or signal shifts in one time frame or setting to another, or show relationships among experiences and events • Shows little or no attempt to use dialogue, description, pacing, or reflection to develop experiences, events, and/or characters • Uses words that are inappropriate, overly simple, or unclear • Provides few, if any, words to convey experiences, or events, or capture the action • Provides a minimal or no conclusion • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning*
	0	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

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Seven-Point, Two-Trait Rubric

Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence *This trait examines the writer's ability to effectively establish a controlling idea, support the idea with evidence from the text(s) read, and elaborate on the idea with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from the text[s] read) in order to create cohesion for an informative/ explanatory essay.*	4	*The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.* • Effectively introduces a topic • Effectively develops the topic with multiple, relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic • Effectively organizes ideas, concepts, and information using various strategies such as definition, classification, comparison/contrast, and cause/effect • Effectively uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts • Uses precise language and domain-specific vocabulary to inform about or explain the topic • Establishes and maintains a formal style • Provides a strong concluding statement or section that follows from and supports the information or explanation presented
	3	*The student's response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.* • Introduces a topic • Develops the topic with a few facts, definitions, concrete details, quotations, or other information and examples • Generally organizes ideas, concepts, and information • Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear • Uses some precise language and domain-specific vocabulary to explain the topic • Maintains a formal style, for the most part • Provides a concluding statement or section
	2	*The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.* • Attempts to introduce a topic • Attempts to develop a topic with too few details • Ineffectively organizes ideas, concepts, and information • Uses few transitions to connect and clarify relationships among ideas • Uses limited language and vocabulary that does not inform or explain the topic • Uses a formal style inconsistently or uses an informal style • Provides a weak concluding statement or section
	1	*The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.* • May not introduce a topic or topic is unclear • May not develop a topic • May be too brief to group any related ideas together • May not use any linking words to connect ideas • Uses vague, ambiguous, or repetitive language • Uses a very informal style • Provides a minimal or no concluding statement or section
	0	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

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Seven-Point, Two-Trait Rubric

Trait 2 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
Language Usage and Conventions *This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.*	3	*The student's response demonstrates full command of language usage and conventions.* • Effectively varies sentence patterns for meaning, reader/listener interest, and style • Shows command of language and conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	*The student's response demonstrates partial command of language usage and conventions.* • Varies some sentence patterns for meaning, reader/listener interest, and style • Shows some knowledge of language and conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	*The student's response demonstrates weak command of language usage and conventions.* • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

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Seven-Point, Two-Trait Rubric

Trait 1 for Argumentative Genre

Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence *This trait examines the writer's ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argument essay.*	4	*The student's response is a well-developed argument that effectively relates and supports claims with clear reasons and relevant text-based evidence.* • Effectively introduces claim(s) • Uses an organizational strategy to present reasons and relevant evidence logically • Supports claim(s) with clear reasons and relevant evidence using specific, well-chosen facts, details, or other information from credible sources and demonstrates a good understanding of the topic or texts • Acknowledges and counters opposing claim(s), as appropriate • Uses words, phrases, and/or clauses that effectively connect and show direct, strong relationships among claim(s), reasons, and evidence • Establishes and maintains a formal style that is appropriate for the task, purpose, and audience • Provides a strong concluding statement or section that logically follows from the argument presented
	3	*The student's response is a complete argument that relates and supports claims with some text-based evidence.* • Clearly introduces claim(s) • Uses an organizational strategy to present some reasons and evidence • Uses specific facts, details, definitions, examples, and/or other information from sources to develop claim(s) • Attempts to acknowledge and/or counter opposing claim(s), as appropriate • Uses words and/or phrases to connect ideas and show relationships among claim(s), reasons, and evidence • Uses a formal style fairly consistently for task, purpose, and audience • Provides a concluding statement or section that follows from the argument presented
	2	*The student's response is an incomplete or oversimplified argument that partially supports claims with loosely related text-based evidence.* • Attempts to introduce claim(s) • Attempts to use an organizational structure which may be formulaic • Develops, sometimes unevenly, reasons, and/or evidence to support claim(s) • Makes little, if any, attempt to acknowledge or counter opposing claim(s) • Attempts to support claim(s) with facts, reasons, and other evidence sometimes, but logic and relevancy are often unclear • Uses few words or phrases to connect ideas; connections are not always clear • Uses a formal style inconsistently or an informal style that does not fit task, purpose, or audience • Provides a weak concluding statement or section that may not follow the argument presented
	1	*The student's response is a weak attempt to write an argument and does not support claims with adequate text-based evidence.* • May not introduce claim(s)/claims(s) must be inferred • May be too brief to demonstrate an organizational structure, or no structure is evident • Has minimal support for claim(s) • Makes no attempt to acknowledge or counter opposing claim(s) • Uses minimal or no words or phrases to connect ideas • Uses a very informal style that is not appropriate for task, purpose, or audience • Provides a minimal or no concluding statement or section
	0	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

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Seven-Point, Two-Trait Rubric

Trait 2 for Argumentative Genre

Writing Trait	Points	Criteria
Language Usage and Conventions *This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.*	3	*The student's response demonstrates full command of language usage and conventions.* • Effectively varies sentence patterns for meaning, reader/listener interest, and style • Shows command of language and conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	*The student's response demonstrates partial command of language usage and conventions.* • Varies some sentence patterns for meaning, reader/listener interest, and style • Shows some knowledge of language and conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	*The student's response demonstrates weak command of language usage and conventions.* • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

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ACTIVITY

The following activity develops skills in Unit 1: Reading Literary Text.

Standards: ELAGSE8RL1, ELAGSE8RL2, ELAGSE8RL3, ELAGSE8RL4, ELAGSE8RL5, ELAGSE8RL6, and ELAGSE8RL9

The Daily Reporter

Get your pad, pen, and press badge and join the staff of *The Daily Reporter* news team! You can do the following activity with friends or family.

Interview with a Friend or Family Member

You will need a reporter and a character from a story, novel, or play to interview.

- Choose a character you have read about and answer all questions as that character.
- The reporter should ask questions that pertain to events that took place in the story, novel, or play that the character comes from.
- You can also ask questions that require the character to reveal thoughts, feelings, and reactions to events and other characters.
- Think about what the character is like and what caused specific events to take place.
- The character may be asked to make a judgment or draw a conclusion about people and events from the text.
- The reporter will ask the character questions and record the responses.

  Example: You have just read *To Kill a Mockingbird* by Harper Lee. The reporter can interview Atticus Finch and ask him how he felt about the trial or its outcome, or the reporter may choose to interview Scout and get her reaction to how the trial affected her father or what she thinks about growing up in Maycomb, Alabama.

After the interview, the questions and answers can be presented in several ways.

- Write a newspaper report. If you have access to a computer, you can design a page that looks like the front page of a newspaper.
- Write the interview as a dialogue between the reporter and the character.
- Present this as a live interview on a TV news show. You can set up two chairs at the front of the class and interview the character, using the questions and answers as the script.

On Your Own

You can do this activity on your own after reading a story, novel, or play. Choose a character who interests you and write the questions and answers yourself. Prepare the questions and answers as either a newspaper report or a dialogue.

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ACTIVITY

The following activity develops skills in Unit 4: Language.

Standard: ELAGSE8L5

Do You Literally Mean That?

Have you noticed it can be challenging to know when expressions are literal, when they are figurative, or when they might be either? This game is all about trying to figure that out. You can set this up as an informal review between two people or as a game with teams that can win or lose.

Use blank note cards, or fold a blank sheet of paper in half twice and cut along the fold marks.

Write down one of these sentences on each note card/piece of paper:

We are all in the same boat.

He owes me five dollars.

That store has seen better days.

My favorite hobby is drawing.

This cafe is a circus.

I hope we can go to the park later.

You can get help from a teacher and create more sentences on your own.

Before playing, review what makes an expression literal, figurative, or either:

- **Literal:** There is only one level of meaning. What is said is exactly what is meant. A literal expression is a statement of fact. For example, "I like chili cheese dogs."
- **Figurative:** There is another level of meaning beyond the literal. For example, "A chili cheese dog is the key that unlocks my happiness."
- **Either Literal or Figurative:** The expression might be literal or figurative. For example, "Don't judge a book by its cover." This might literally mean that you should not judge a book by the way its cover looks. It might also figuratively mean that at times we must look deeper into things, such as people, events, or experiences, to see the true meaning behind them.

Have one person read a sentence out loud. Ask the question: "Is this figurative, literal, or either?" The answering student has to explain his/her answer (e.g., "This is only literal because . . ." "This could be either literal or figurative because . . .").

If playing as an informal review, divide the cards in half and test each other. Consult the key at bottom of this page to see which answers you got correct.

If playing this as a game, each team will get to answer the same number of questions. The team that correctly identifies the most expressions is the winner.

Key

Literal only: *He owes me five dollars*. *My favorite hobby is drawing*. *I hope we can go to the park later*.

Figurative only: *That store has seen better days*. *This cafe is a circus*.

Either: *We are all in the same boat*.

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MATHEMATICS

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 8 Mathematics EOG assessment consists of a total of 55 items.

You will answer a variety of item types on the test. Some of the items are selected-response (multiple-choice), which means you choose the correct answer from four choices. Some items are technology-enhanced items, which means you will be asked to create a response.

The test will be given in two sections.

- You may have up to 65 minutes per section to complete Sections 1 and 2.
- The test will take about 60 to 130 minutes.

CONTENT

The Grade 8 Mathematics EOG assessment will measure the Grade 8 standards that are described at www.georgiastandards.org.

The content of the assessment covers standards that are reported under these domains:

- Numbers, Expressions, and Equations
- Algebra and Functions
- Geometry
- Statistics and Probability

ITEM TYPES

The Mathematics portion of the Grade 8 EOG assessment consists of selected-response (multiple-choice) and technology-enhanced items.

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MATHEMATICS DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent applicable DOK levels of the Mathematics assessment are provided for you on the following pages. The items and explanations of what is expected of you to answer them will help you prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Example Item 1

Selected-Response

DOK Level 1: This is a DOK level 1 item because it requires students to recall a square root.

Mathematics Grade 8 Content Domain: Numbers, Expressions, and Equations

Standard: MGSE8.NS.2. 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).

Which number is the closest approximation of the value of $\sqrt{97}$?

A. 9
B. 10
C. 48
D. 49

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) 10. The square root of 97 is between the perfect squares 81 and 100, but it is closer to the square root of 100. Choice (A) is incorrect because the square root of 81 is 9, but the square root of 100 is 10, which the square root of 97 is closer to. Choice (C) is incorrect because it is a result of dividing 97 by 2 and incorrectly rounding down. Choice (D) is incorrect because it is a result of dividing 97 by 2 and rounding up.

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Example Item 2

Coordinate-Graph Multi-Part Technology-Enhanced

DOK Level 2: This is a DOK level 2 item because it requires students to create a scatter plot based on a data set and describe a pattern in the data.

Mathematics Grade 8 Content Domain: Statistics and Probability

Standard: 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.

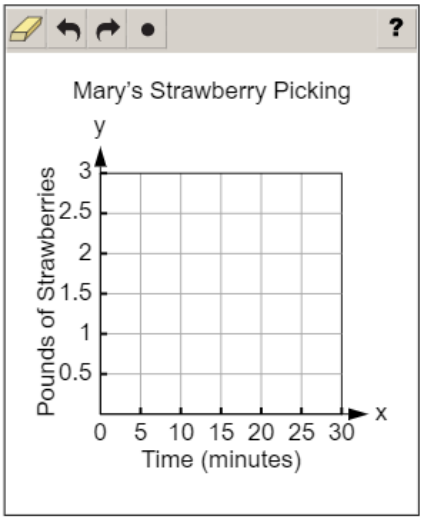
Part A

Mary picked strawberries each day for five days. The time, in minutes, she spent picking strawberries each day and the number of pounds of strawberries she picked each day are shown in the table.

Mary's Strawberry Picking

Time (minutes)	Pounds of Strawberries
10	0.5
20	1.0
15	0.9
30	1.5
20	1.2

Part A Create a scatter plot of Mary's strawberry picking based on the data.



Use a mouse, touchpad, or touchscreen to plot points on the coordinate grid. At most 5 points can be plotted.

Go on to the next page to finish example item 2.

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Example Item 2. *Continued*.

Part B

Mary picked strawberries each day for five days. The time, in minutes, she spent picking strawberries each day and the number of pounds of strawberries she picked each day are shown in the table.

Mary's Strawberry Picking

Time (minutes)	Pounds of Strawberries
10	0.5
20	1.0
15	0.9
30	1.5
20	1.2

Part B Mary went strawberry picking a sixth day and spent 45 minutes picking strawberries.

Which type of association between the time spent picking strawberries and the number of pounds of strawberries picked BEST explains why it is likely that Mary picked more than 1.5 pounds of strawberries on the sixth day?

(a) no association

(b) nonlinear association

(c) negative association

(d) positive association

Use a mouse, touchpad, or touchscreen to select a response.

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Example Item 2. *Continued*.

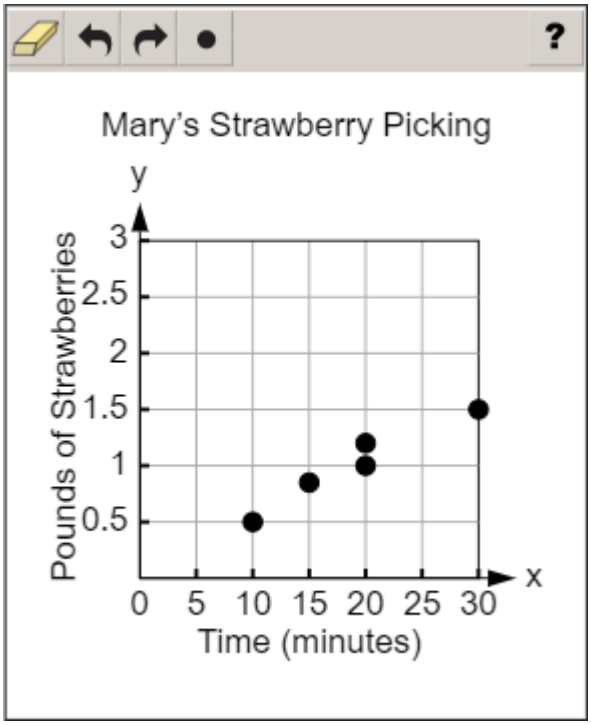
Scoring Rubric

Points	Description
2	The student correctly answers both Part A and Part B.
1	The student correctly answers either Part A OR Part B.
0	The student does not correctly answer either part.

Exemplar Response

Part A

The correct response is shown below.



The table of values can be represented as a set of coordinate pairs: (10, 0.5), (20, 1.0), (15, 0.9), (30, 1.5), and (20, 1.2). These points are then plotted on the coordinate grid with the first number representing the time (*x*-axis) and the second number representing pounds of strawberries (*y*-axis).

Part B

Correct Answer: D

Explanation of Correct Answer: The correct answer is choice (D) positive association. As the time increases, the pounds of strawberries should increase as well. Choice (A) is incorrect because no association means that no conclusions can be drawn from the data. Choice (B) is incorrect because the data appear to form a straight line. Choice (C) is incorrect because negative association would mean the pounds of strawberries decreases as the time increases.

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Example Item 3

Selected-Response

DOK Level 3: This is a DOK level 3 item because it requires students to extend their thinking beyond a simple computation or estimation of the value of a square root.

Mathematics Grade 8 Content Domain: Numbers, Expressions, and Equations

Standard: MGSE8.NS.2. 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).

The $\sqrt{x}$ has a value that is greater than 10 but less than 12. The value of *x* is a whole number.

How many possible values are there for *x*?

A. 11
B. 22
C. 42
D. 43

Correct Answer: D

Explanation of Correct Answer: The correct answer is choice (D) because the square root of 100 is 10 and the square root of 144 is 12 and there are 43 whole numbers between 100 and 144. Choice (A) is incorrect because it is the only whole number between 10 and 12 without considering the square root. Choice (B) is incorrect because it is half the difference between 144 and 100. Choice (C) is incorrect because it subtracts 100 from 144 and then reduces the result by 2 to eliminate 100 and 144 from the group.

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MATHEMATICS CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

In this section, you will find information about what to study in order to prepare for the Grade 8 Mathematics EOG assessment. This includes key terms and important vocabulary words. This section also contains practice questions, with an explanation of the correct answers, and activities that you can do on your own or with your classmates or family to prepare for the assessment.

The organization of Mathematics units in this guide is based on Frameworks developed by the Curriculum and Instructional Division of the Georgia Department of Education. These Frameworks can be accessed at https://www.georgiastandards.org/Georgia-Standards/Pages/Math-6-8.aspx.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

CONTENT DESCRIPTION

- Apply and extend understanding of rational numbers
- Work with radicals and integer exponents
- Understand congruence and similarity using physical models or software
- Apply the Pythagorean theorem
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres
- Understand the connections between proportional relationships, lines, and linear equations
- Analyze and solve linear equations
- Define, evaluate, and compare functions, and use functions to model relationships between quantities
- Investigate patterns of association in bivariate data

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Grade 8 Mathematics Formula Sheet

Below are the formulas you may find useful as you take the test. However, you may find that you do not need to use all of the formulas. You may refer to this formula sheet as often as needed.

Slope Formula

$m = \frac{y_2 - y_1}{x_2 - x_1}$

Linear Equation

$y = mx + b$

Pythagorean Theorem

$a^2 + b^2 = c^2$

Perimeter

The perimeter of a polygon is equal to the sum of the lengths of its sides.

Volume

Cylinder	$V = \pi r^2 h$
Cone	$V = \frac{1}{3}\pi r^2 h$
Sphere	$V = \frac{4}{3}\pi r^3$

$\pi \approx 3.14$

You can find this mathematics formula sheet on the Georgia Milestones webpage at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-EOG-Resources.aspx.

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Unit 1: Transformations, Congruence, and Similarity

In this unit, you will work with transformations and identify and compare similar and congruent figures. You will identify and measure angles and study line segments.

KEY TERMS

Transformation: The movement of a figure by performing the same operation or movement on each point of the figure. Transformations do not change the shape or relationship between attributes of a figure. A line segment will remain a line segment and will not change size unless the figure is dilated. Angles will remain the same degree of measure in all figures. Also, parallel lines will remain parallel. (G.1)

Types of transformations include the following:

- **Rotation:** Turning a figure around a fixed point. Movement is described by the angle of rotation and the direction the figure is turned.
- **Reflection:** Flipping a figure over a line of reflection.
- **Translation:** Sliding or moving all points of a figure a specific distance in a given direction.
- **Dilation:** Changing the size of a figure based on a scale factor. The scale factor is applied to the distance from a fixed center to each point of the figure. (G.1)

Angle of rotation: The number of degrees a figure is rotated about a fixed point.

Scale factor: The ratio between two sets of measurements.

Congruent figures: Shapes that have the same size and shape, the result of any combination of rotations, reflections, or translations. (G.2)

Similar figures: Shapes that have the same shape but different sizes, the result of any combination of rotations, reflections, translations, and dilations. (G.4)

Transversal: A line crossing two or more lines. (G.5)

Alternate angles: One of the pairs of angles formed when a transversal crosses two parallel lines. The angles are on the opposite sides of the transversal and on either the interior or the exterior of the parallel lines. The angles are congruent. (G.5)

Same-side angles: One of the pairs of angles formed when a transversal crosses two parallel lines. The angles are on the same side of the transversal and on either the interior or the exterior of the parallel lines. The angles are supplementary, or have a sum of 180°. (G.5)

Corresponding sides: A pair of matching sides that are in the same spot in two congruent or similar shapes. Corresponding sides have proportional lengths.

Corresponding angles: A pair of matching angles that are in the same spot in two congruent or similar shapes. Corresponding angles have equal measures.

Important Tips

- ✍ Two congruent figures have the same size and shape. Two similar figures have the same shape and angle measures. The length of each corresponding side is proportional to the original figure by a scale factor.
- ✍ A scale factor or factor of dilation that is greater than 1 will increase the size of the shape. A factor of dilation that is less than 1 will decrease the size of the shape.

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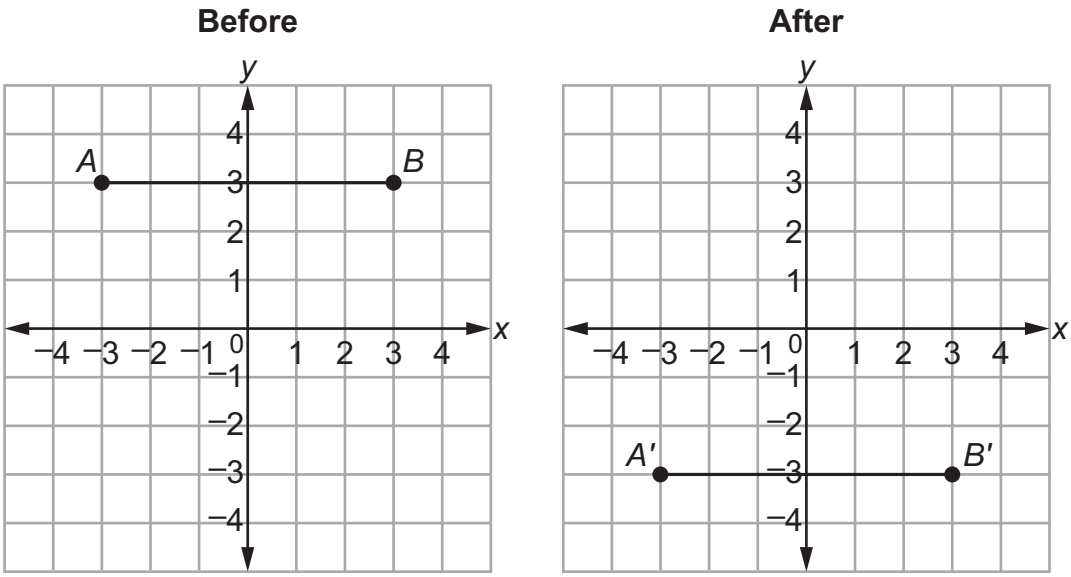
Sample Items 1–4

Item 1

Selected-Response

Look at the graph of a line segment before and after a transformation occurred.



Which statement describes the transformation that could have been made to the line segment?

A. The line segment was dilated by a factor of $\frac{1}{2}$.

B. The line segment was rotated 180° about the origin.

C. The line segment was reflected over the *x*-axis.

D. The line segment was translated 6 units down and 1 unit left.

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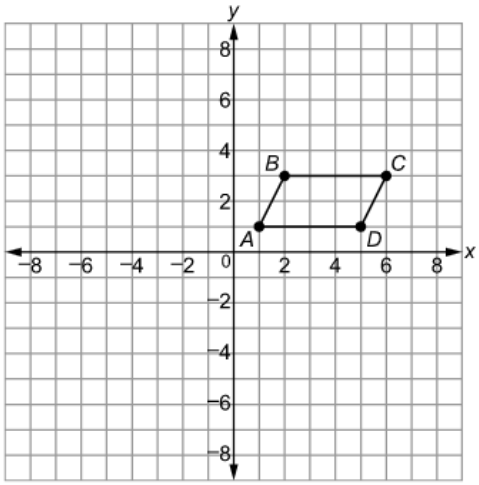
Item 2

Drop-Down Multi-Part Technology-Enhanced

Parallelogram *ABCD* is shown on the coordinate plane.



Part A Parallelogram *ABCD* will be reflected over the *x*-axis to create parallelogram *A'B'C'D'*.

Use the drop-down menus to show the coordinates of point *C'* after the reflection of parallelogram *ABCD*.

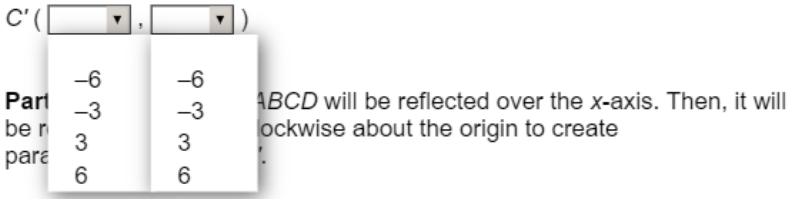
C' ([ ] , [ ])

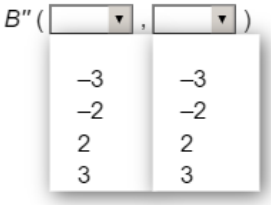
Part B Parallelogram *ABCD* will be reflected over the *x*-axis. Then, it will be rotated 90° counterclockwise about the origin to create parallelogram *A"B"C"D"*.

Use the drop-down menus to show the coordinates of point *B"* after the series of transformations.

B" ([ ] , [ ])

Use a mouse, touchpad, or touchscreen to click the arrow beside each of the four blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank. Each drop-down menu with its options is shown below.





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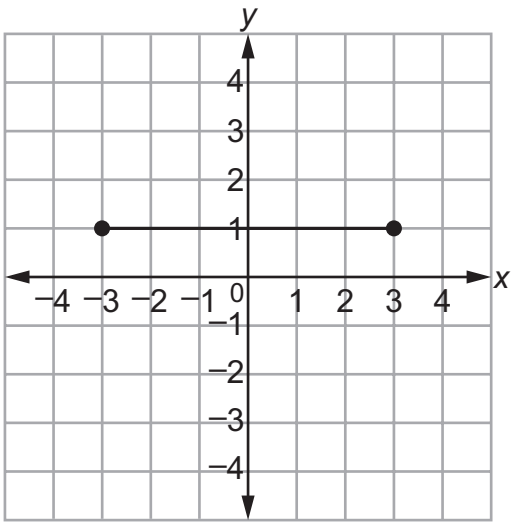
Item 3

Selected-Response

A line segment on a graph has endpoints of (–3, 1) and (3, 1). It is translated 5 units down and then reflected across the *x*-axis.



What are the endpoints after the series of transformations?

A. (–3, –4) and (3, 4)
B. (–3, –1) and (3, –1)
C. (–3, 4) and (3, 4)
D. (–3, –6) and (3, –6)

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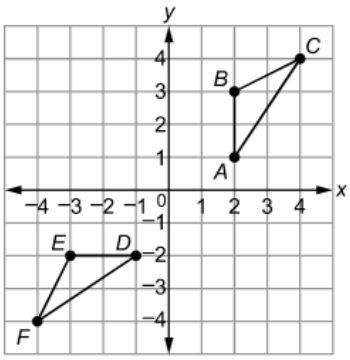
Item 4

Drag-and-Drop Technology-Enhanced

Triangles *ABC* and *DEF* are shown on the coordinate grid.



Move a transformation into each box to show a sequence of transformations that can be applied to triangle *ABC* to show that it is congruent to triangle *DEF*.

?

Transformation 1	
Transformation 2	

translate 3 units left

translate 3 units down

reflect across the *x*-axis

reflect across the *y*-axis

rotate 180° about the origin

rotate 90° counterclockwise about the origin

Use a mouse, touchpad, or touchscreen to move a transformation into each box. Each transformation may be used once.

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Unit 2: Exponents

In this unit, you will work with exponents, square roots, rational and irrational numbers, and scientific notation.

KEY TERMS

Exponent: A representation of repeated multiplication and one strategy for representing very large or very small numbers. For example, $10 \bullet 10 \bullet 10 = 10^3$, so 10 is multiplied by itself 3 times, and the base of 10 is written with an exponent of 3. The same strategy for writing exponents can be used with any number or variable. (EE.1)

Square root: One of two equal factors that equals a nonnegative number. For example, $\sqrt{9} = 3$ because $3^2 = 3 \bullet 3 = 9$. (EE.2)

Perfect square: A number with a square root that is a rational number. (EE.2)

Cube root: One of three equal factors that equals a nonnegative number. For example, $\sqrt[3]{27} = 3$ because $3^3 = 3 \bullet 3 \bullet 3 = 27$. (EE.2)

Scientific notation: A product of a number (between 1 and 10) and a power of 10. (EE.3)

Linear equations in one variable: The linear equations can include coefficients or use the variable on both sides of the equation. Use the properties of operations to find the solution to the equation. (EE.7)

Properties of Operations:

- **Distributive property:** Multiplying a factor that is outside a set of parentheses with each addend within the parentheses.
- **Addition property of equality:** Adding the same number or value to both sides of an equation, which results in equivalent equations.
- **Multiplication property of equality:** Multiplying both sides of an equation by the same number or value, which results in equivalent equations. (EE.7)

Rational number: A number that can be written as the ratio of two integers and is a repeating or terminating decimal. (NS.1)

Irrational number: A number that cannot be written as the ratio of two integers and is a non-repeating and non-terminating decimal. (NS.1)

Important Tips

- Scientific notation is used to represent numbers that are very large or very small. The power of 10 can have a positive exponent to represent large numbers. For example, $3 \times 10^3 = 3{,}000$.

  The power of 10 can also have a negative exponent to represent small numbers. For example, $3 \times 10^{-3} = 3 \bullet \frac{1}{10^3} = 0.003$.
- To compare irrational numbers, approximate the values of the irrational numbers and place them on a number line between the nearest rational numbers. An approximation of an irrational number can also be used to estimate the value of an expression containing an irrational number. For example, $5 \bullet \sqrt{2}$ can be estimated using $5 \bullet 1.4$.

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Sample Items 5–10

Item 5

Selected-Response

Between which two integers is the value of $\sqrt{21}$?

A. 0 to 1
B. 4 to 5
C. 6 to 7
D. 10 to 11

Item 6

Selected-Response

A grain of sand has a mass of approximately 6×10^{-2} grams. Earth has a mass of approximately 6×10^{28} grams.

How many times the mass of the grain of sand is the mass of Earth?

A. 1×10^{-54}

B. 1×10^{-14}

C. 1×10^{26}

D. 1×10^{30}

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Item 7

Drag-and-Drop Technology-Enhanced

Two equations are shown.

$$x^2 = 30 \qquad x^3 = 30$$

Move values into the columns to show ALL the solutions to the equations.

Solutions to $x^2 = 30$	Solutions to $x^3 = 30$

$\sqrt{30}$ 15

$-\sqrt{30}$ –15

$\sqrt[3]{30}$ 10

$-\sqrt[3]{30}$ –10

Use a mouse, touchpad, or touchscreen to move the values into the columns. Each expression may be used twice. Not all expressions must be used.

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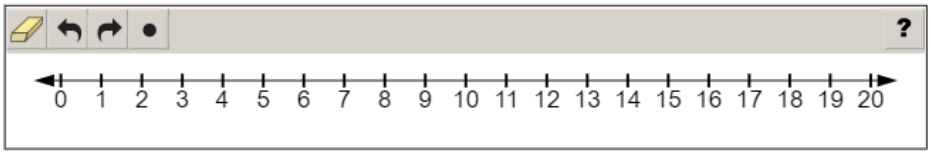
Item 8

Number-Line Multi-Part Technology-Enhanced

Part A

Part A Plot a point to represent the approximation of $\sqrt{20}$.



Use a mouse, touchpad, or touchscreen to plot a point on the number line. Only 1 point can be plotted.

Go on to the next page to finish item 8.

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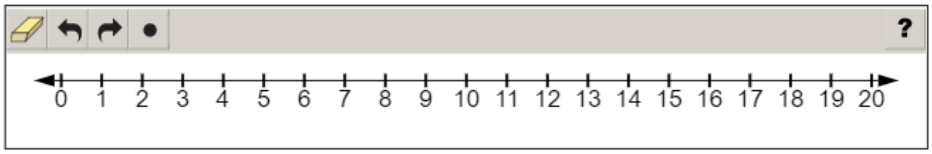
Item 8. *Continued*.

Part B

Part B Plot a point to represent the approximation of π^2.



Use a mouse, touchpad, or touchscreen to plot a point on the number line. Only 1 point can be plotted.

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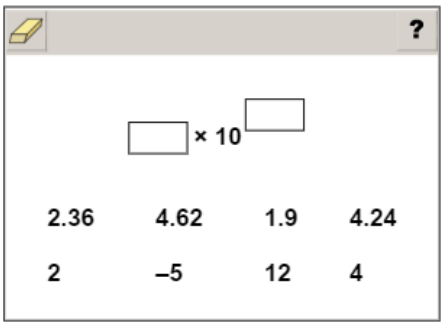
Item 9

Keypad-Input and Drag-and-Drop Multi-Part Technology-Enhanced

Part A

The United States has an approximate population of 3.3×10^8 people. Each person in the United States consumes an average of about 14,000 grams of rice per year.

Part A Move a number into each box to represent the amount of rice, in grams, that people in the United States consume each year.



Use a mouse, touchpad, or touchscreen to move two of the numbers into the two empty boxes. Each number may be used 1 time.

Go on to the next page to finish item 9.

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Item 9. *Continued*.

Part B

The United States has an approximate population of 3.3×10^8 people. Each person in the United States consumes an average of about 14,000 grams of rice per year.

Part B Brazil has an approximate population of 2.1×10^8 people. Each person in Brazil consumes an average of about 5×10^4 grams of rice per year.

How many times as many grams of rice does each person consume on average in Brazil as in the United States? Round your answer to the nearest tenth.

Use a mouse, touchpad, or touchscreen to enter a response.

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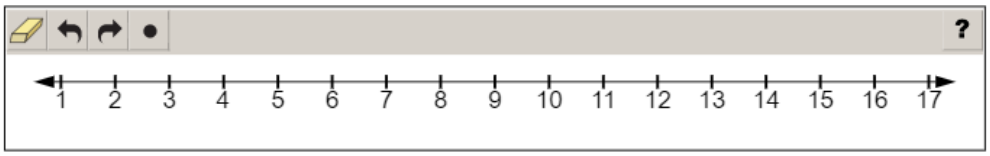
Item 10

Number-Line Technology-Enhanced

Plot two points that represent the two consecutive integers that the value of $\sqrt{29}$ lies between.



Use a mouse, touchpad, or touchscreen to plot points on the number line. At most 2 points can be plotted.

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Unit 3: Geometric Applications of Exponents

In this unit, you will work with the Pythagorean theorem and determine the lengths of sides of triangles. You will determine the distance between two points on a grid and find the volume of three-dimensional figures. You will learn to simplify expressions that include exponents, squares, cubes, square roots, and cube roots by using the properties of operations.

KEY TERMS

Pythagorean theorem: The statement that the squared length of the hypotenuse in a right triangle equals the sum of the squared lengths of the other two sides. This is often written as $a^2 + b^2 = c^2$. (G.6)

Converse of the Pythagorean theorem: The statement that if the squared length of the longest side is equal to the sum of the squared lengths of the two shorter sides, then the triangle is a right triangle. (G.6)

Volume: The amount of space that an object or a three-dimensional figure occupies.

- **Cone:** A figure with one vertex and a circular or elliptical base. Find the volume by using $V = \frac{1}{3}\pi r^2 h$.
- **Sphere:** A figure that has all points equidistant from the center. Find the volume by using $V = \frac{4}{3}\pi r^3$.
- **Cylinder:** A figure that has two congruent circular bases that are parallel. Find the volume by using $V = \pi r^2 h$. (G.9)

Properties of operations include the following and can be used on exponents, squares, cubes, square roots, and cube roots:

- **Distributive property:** Multiplying a factor that is outside a set of parentheses with each addend within the parentheses.
- **Commutative property:** Allows for addends in an addition equation or factors in a multiplication equation to be moved or placed in a different order while solving.
- **Associative property:** Allows for addends in an addition equation or factors in a multiplication equation to be grouped together into different pairs while solving.
- **Identity property:** Allows for 0 to be added to or 1 to be multiplied by any number, and the number remains the same.
- **Inverse property:** Allows a number to be added to the opposite number for a sum of 0. Also, a number multiplied by the reciprocal fraction has a product of 1. (EE.2)

Rational number: A number that can be written as the ratio of two integers and is a repeating or terminating decimal. (EE.2)

Irrational number: A number that cannot be written as the ratio of two integers and is a non-repeating and non-terminating decimal. (EE.2)

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Important Tips

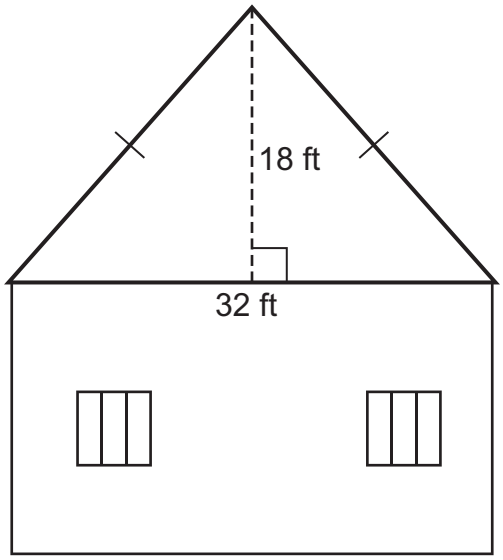
- A value cubed is the inverse operation of a cube root, and a value squared is the inverse operation of a square root.
- The formula for the Pythagorean theorem can be used to determine the unknown side length of a right triangle by inserting both known lengths into the formula and solving for the variable. It can also be used to determine the distance between two points by creating a right triangle along the coordinate grid. The distance between the two points is the length of the hypotenuse.
- The square or cube root of a number can be a rational or an irrational number. In the case of irrational numbers, use the radical or cube root symbol in the solution to the equation. For example, $x = \sqrt{2}$. The value of the square or cube root can also be approximated to the nearest rational number.

Sample Items 11–14

Item 11

Selected-Response

Jenna wants to hang outdoor stringed lights on her house along the roof line and horizontally across the side of her house, connecting the ends of the roof line to create a triangle.



What is the approximate total length, in feet, of lights that she needs to create one triangle?

A. 48
B. 64
C. 80
D. 98

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Item 12

Selected-Response

For a classroom party, there are 12 bottles of fruit punch. Each bottle is filled with 850 cubic centimeters of punch. The fruit punch will be served in cone-shaped paper cups that are 7 centimeters across and 12 centimeters tall.

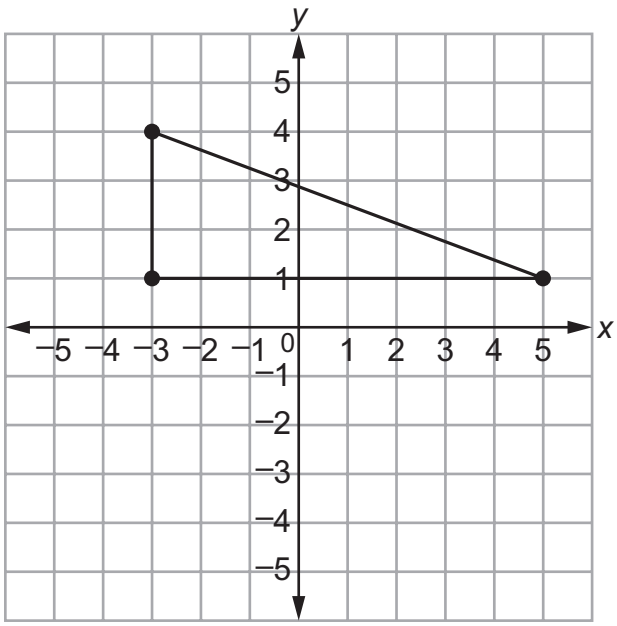
How many completely full cone-shaped cups of the punch can be poured?

A. 16
B. 66
C. 232
D. 265

Item 13

Selected-Response

Look at the right triangle on the coordinate grid.



What is the length of the hypotenuse?

A. $\sqrt{11}$ units
B. $\sqrt{24}$ units
C. $\sqrt{55}$ units
D. $\sqrt{73}$ units

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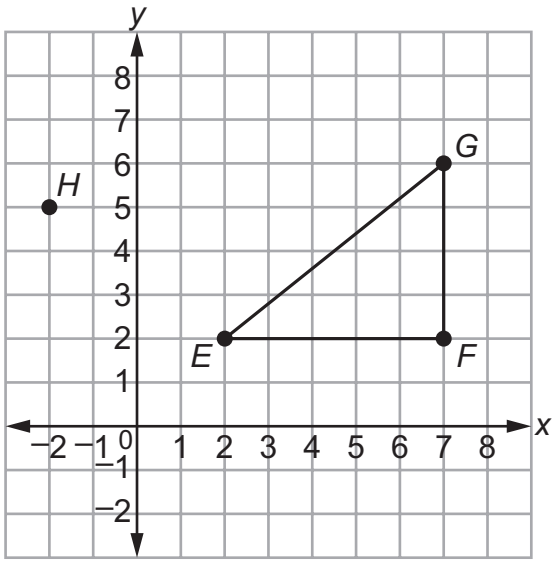
Item 14

Multi-Part Technology-Enhanced

The coordinate grid shows right triangle *EFG* and point *H*.



Part A

What is the distance, in units, from point *E* to point *G*?

A. 3
B. $\sqrt{18}$
C. $\sqrt{41}$
D. 9

Part B

What is the distance, in units, from point *E* to point *H*?

A. $\sqrt{7}$
B. $\sqrt{14}$
C. 5
D. 7

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Unit 4: Functions

In this unit, you will work with functions. Functions produce input and output values. You can also graph functions. Functions can be represented numerically, graphically, verbally, and algebraically.

KEY TERMS

Function: A relationship between two sets of numbers in which each input value has only one output value. A function can be graphed using the input values as the *x*-coordinates and the output values as the *y*-coordinates. A function produces one output value for one input value. A counterexample can show an equation where one value can be input and produce two values as output. These counterexamples are not functions. (F.1)

Graph of a function: Includes all points on the coordinate plane that make the function true. (F.1)

Domain: The set of all *x*-coordinates in the ordered pairs that represent a relationship between numbers. This represents the input, or independent value. (F.1)

Range: The set of all *y*-coordinates in the ordered pairs that represent a relationship between numbers. This represents the output, or dependent value. (F.1)

Functions can be represented in four ways:

- **Numerically:** Representing a function as numbers in an input/output table.
- **Graphically:** Graphing a function on the coordinate plane by using ordered pairs: (input, output).
- **Verbally:** Writing the relationship between numbers in a function in words.
- **Algebraically:** Writing a function as an equation involving variables. (F.2)

Important Tips

- ✍ When listing the domain and range of a relation, list each *x*-coordinate value for the domain without duplicating numbers. List each *y*-coordinate value for the range without duplicating numbers. In a list that contains a repeated domain value that is paired with more than one range value, the relation is not a function. This is true because the input, or *x*-coordinate value, has produced more than one output, or *y*-coordinate value.
- ✍ Compare the properties of two different functions written in any form to find which function has a greater rate of change.

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Sample Items 15 and 16

Item 15

Selected-Response

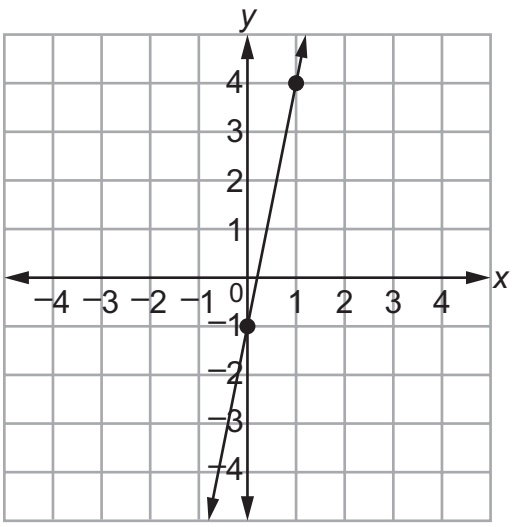
Which of these functions has a greater rate of change than the function $y = 5.6x + 7$?

A.

x	y
–1	–10
0	–4
1	2
2	8

B. $y = \frac{7}{3}x - 2$

C.



D. $y = 4x + 10$

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Item 16

Selected-Response

The table shown represents a relation between *x* and *y*.

x	*y*
–2	5
–1	2
0	1
1	2

Which statement about the relation is true?

A. Because each value in the range is paired with exactly one value in the domain, the relation is a function.

B. Because each value in the domain is paired with exactly one value in the range, the relation is a function.

C. Because there are some values in the range assigned to more than one value in the domain, the relation is not a function.

D. Because there are some values in the domain assigned to more than one value in the range, the relation is not a function.

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Unit 5: Linear Functions

In this unit, you will work with ratios, slope, graphs, and linear functions. You will compare two proportional relationships by using the unit rate as the slope. You will compare proportional relationships and determine the rate of change.

KEY TERMS

Proportional relationship: A relationship between two ratios that are equivalent. (EE.5)

Slope: The steepness of a line, which is also the unit rate in proportional relationships. (EE.5) The slope can be determined using any two points on a straight line by finding the ratio between the vertical rise of the line and the horizontal run of the line. For example, a line that passes through (0, 0) and (4, 1) has a vertical rise of 1 and a horizontal run of 4, so the slope of the line is $\frac{1}{4}$. (EE.6)

Unit rate: A comparison of two measurements in which one of the terms has a value of 1. Graph proportional relationships on the coordinate plane by using the unit rate as the slope. (EE.5)

Linear function: A function that produces a straight line when graphed on the coordinate plane. A linear function can be written as an equation in slope-intercept form.

- **Slope-intercept form through the origin:** An equation in the form $y = mx$, for a line going through the point (0, 0) with a slope of m.
- **Slope-intercept form:** An equation in the form $y = mx + b$, for a line that crosses the y-axis at b with a slope of m. (F.3)

Important Tips

- A straight line on a coordinate plane can be vertical, horizontal, or diagonal.
- Compare two proportional relationships that are given in different forms, including graphed on the coordinate plane or written as an equation. Determine the proportional relationship that has the greater rate of change.
- The slope of the side lengths will remain the same between similar triangles. This can be proven using the endpoints of corresponding sides to determine and compare the slopes.
- The slope of a line can be determined using any two points on the line by finding the ratio of the vertical rise to the horizontal run. The ratio written as a fraction can then be reduced, if necessary, to represent the slope. For example, a line going through the points (1, 2) and (9, 6) has a slope of $\frac{4}{8}$, which can be reduced to $\frac{1}{2}$.

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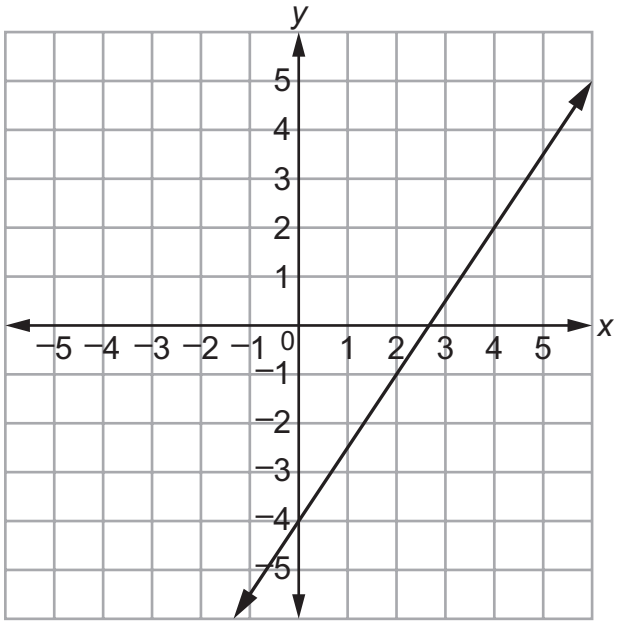
Sample Items 17–21

Item 17

Selected-Response

The graph of a linear function *f*(*x*) is shown.



Which table has the same slope as *f*(*x*)?

A.

x	*y*
1	25
3	22
5	19
7	16

B.

x	*y*
2	8
6	14
10	20
14	26

C.

x	*y*
2	10
5	8
8	6
11	4

D.

x	*y*
1	20
7	24
13	28
20	32

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Item 18

Selected-Response

Which equation represents a nonlinear function?

A. $y = 3x^3$

B. $3x + 2y = 10$

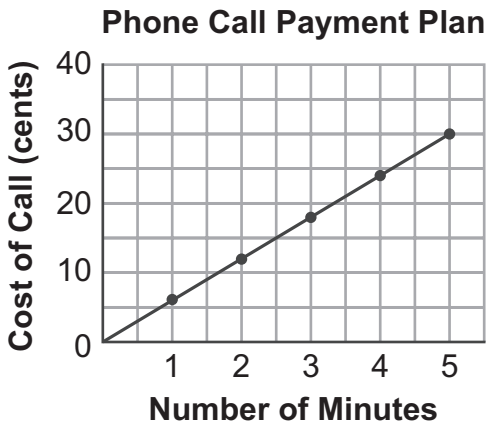
C. $y = 15.3$

D. $y = \frac{1}{4}x - 2$

Item 19

Selected-Response

Consider this graph of a line that passes through the points (0, 0) and (5, 30).



Which equation represents the cost of a phone call, *c*, in cents, after *m* minutes, according to the payment plan?

A. $c = \frac{1}{6}m$

B. $c = 6m$

C. $c = \frac{1}{30}m$

D. $c = 30m$

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Item 20

Multi-Select Technology-Enhanced

Select THREE equations whose graphs are straight lines.

A. $y = 7$

B. $y = 2x^2$

C. $y = \frac{1}{2}x$

D. $3x + y = 10$

E. $y = x^2 - 2$

F. $x^2 + y^2 = 1$

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Item 21

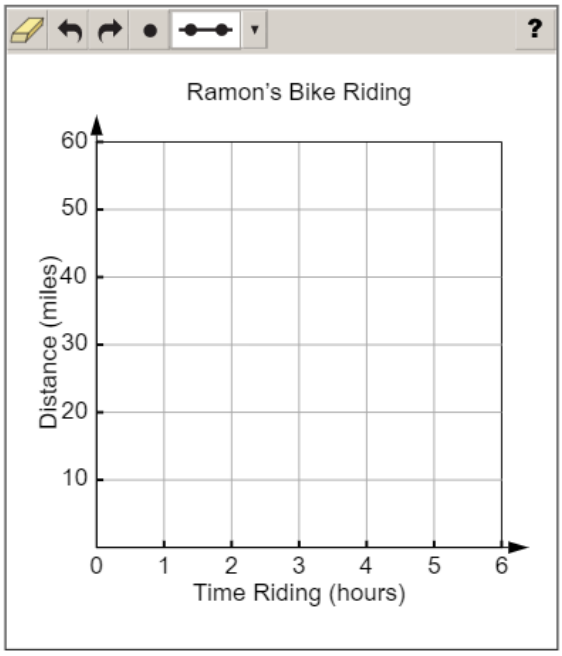
Coordinate-Graph Multi-Part Technology-Enhanced

Part A

Ramon and Hector ride their bikes at constant rates during a race. Ramon rides 45 miles in 3 hours. The distance, y, in miles, Hector rides in x hours is given by the equation $y = 18x$.

Part A

Graph the line that represents the relationship between the time, in hours, Ramon rides his bike and the distance, in miles, he rides.



Use a mouse, touchpad, or touchscreen to graph a line on the coordinate grid. At most 2 lines and 5 points can be graphed.

Go on to the next page to finish item 21.

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Item 21. *Continued*.

Part B

Ramon and Hector ride their bikes at constant rates during a race. Ramon rides 45 miles in 3 hours. The distance, y, in miles, Hector rides in x hours is given by the equation $y = 18x$.	**Part B** Which statement is true? (a) Ramon rides his bike 3 miles per hour faster than Hector rides his bike. (b) Ramon rides his bike 27 miles per hour faster than Hector rides his bike. (c) Ramon rides his bike 3 miles per hour slower than Hector rides his bike. (d) Ramon rides his bike 27 miles per hour slower than Hector rides his bike.

Use a mouse, touchpad, or touchscreen to select a response.

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Unit 6: Linear Models and Tables

In this unit, you will work with slope, qualitative and quantitative variables, data, models that are linear functions, and scatter plots. You will also identify the rate of change from tables, graphs, equations, or verbal descriptions. You will describe patterns in bivariate data by using different methods, including clustering, associations, and outliers. You will draw a line of best fit and use tables.

KEY TERMS

Rate of change: The ratio used to describe the change in the input and output values within a function. (F.4)

Qualitative variable: A variable with a value that is not numerical—for instance, color, type of animal, or another variable in data collection that is described verbally. (F.5)

Quantitative variable: A variable with a value that is numerical—for instance, length, temperature, or another variable in data collection that is described numerically. (SP.2)

Bivariate data: Two response variables from data collection within the same population. For example, bivariate data could include the height and weight of dogs, with the height being an independent variable and the weight being a dependent variable related to the height. (SP.1) Bivariate data can be used to create graphs and linear equations based on the slope and intercept of the line. (SP.3)

Scatter plot: A graph placing a point for each ordered pair representing the bivariate data. Conclusions about a data set can be drawn using the visual representation of the scatter plot to look for relationships between values. (SP.1)

Patterns in bivariate data can be described by using the following:

- **Clustering:** A method of breaking a data set into smaller groups that share a common trait or have a similarity.
- **Outliers:** Pieces of data that stand out from the rest of the data set.
- **Positive association:** Data that increase together. The data points rise from the lower left side to the upper right side of the graph.
- **Negative association:** Data with one variable that increases while the other variable decreases. The data points fall from the upper left side to the lower right side of the graph.
- **Linear association:** A relationship that is represented using a straight line, such as a linear function.
- **Nonlinear association:** A relationship that is not represented by a straight line. (SP.1)

Line of best fit: A straight line that passes through the center of the group of data points on a scatter plot. (SP.2)

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Important Tips

- A pattern in a data set can be used to predict the outcomes of other variables.
- The relationship between values can be represented using tables, graphs, and equations by using the slope and the *y*-intercept, which is also called the **initial value**.
- A linear function can be modeled as a linear relationship between values. Determine the rate of change, or slope, based on a description of the linear relationship and a starting point at (x, y). Use this information to graph the linear function on the coordinate plane.
- A two-way table can be used to represent bivariate data, including the frequencies of data occurring. Use the two-way table to identify a positive or negative association between variables.

Sample Items 22–25

Item 22

Keypad-Input Multi-Part Technology-Enhanced

Part A

A teacher asked her students whether they would prefer hamburgers or hot dogs for the class picnic. She also asked whether they would prefer lemonade or sweet tea. The two-way table shows how her students responded.

Class Picnic

	Lemonade	Sweet Tea
Hamburgers	11	5
Hot Dogs	9	10

Part A How many more students would prefer lemonade than sweet tea?

Use a mouse, touchpad, or touchscreen to enter a response.

Go on to the next page to finish item 22.

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Item 22. *Continued*.

Part B

A teacher asked her students whether they would prefer hamburgers or hot dogs for the class picnic. She also asked whether they would prefer lemonade or sweet tea. The two-way table shows how her students responded.

Class Picnic

	Lemonade	Sweet Tea
Hamburgers	11	5
Hot Dogs	9	10

Part B What is the total number of students who took part in this survey?

Use a mouse, touchpad, or touchscreen to enter a response.

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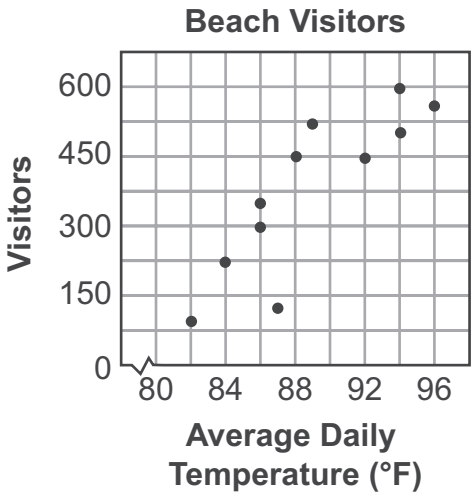
Item 23

Selected-Response

Look at the scatter plot showing the relationship between the average daily temperature and the number of visitors at a beach.



What is the pattern of association shown by the data?

A. no association
B. positive association
C. negative association
D. nonlinear association

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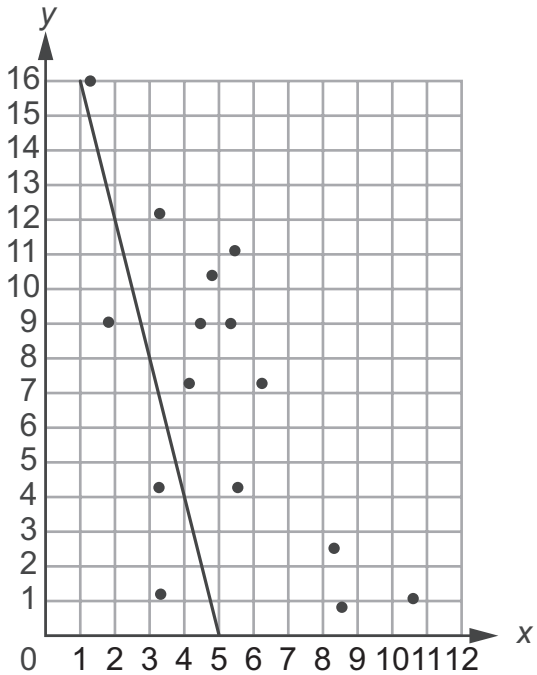
Item 24

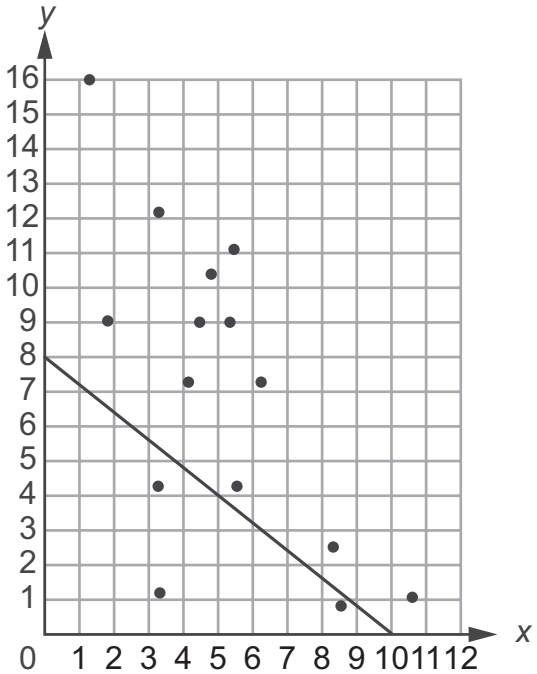
Selected-Response

Which straight line BEST fits the data for the scatter plot?

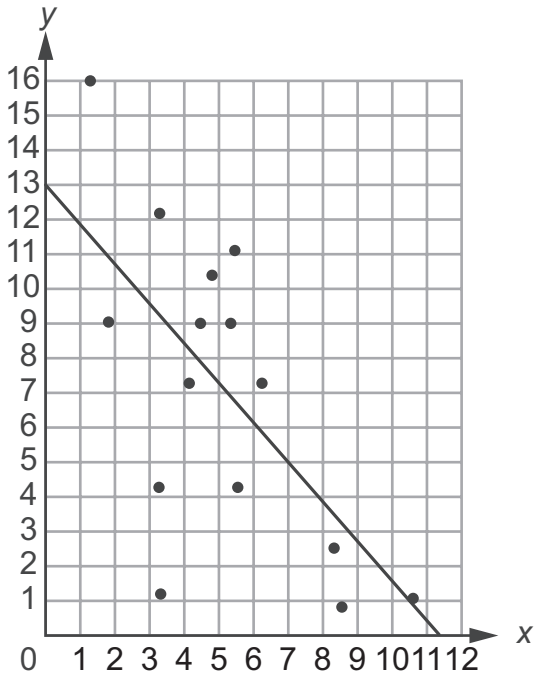
A.



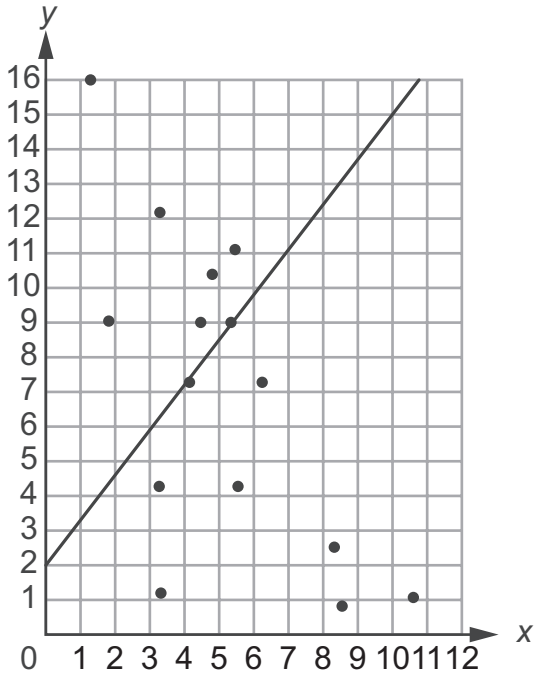
B.



C.



D.



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Item 25

Multi-Part Multi-Select Technology-Enhanced

The two-way table shows some survey results from when 100 Georgia residents were asked whether they were born in Georgia.

Georgia Residents

	Born in Georgia	Not Born in Georgia	Total
Female			66
Male	16		
Total		47	

There are values missing from the two-way table. You will need to determine the missing values from the two-way table.

Part A

How many of the males surveyed were not born in Georgia?

A. 16
B. 18
C. 29
D. 34

Part B

Select TWO statements that are true about the data.

A. There were more males born in Georgia than there were females born in Georgia.
B. More than half of all residents surveyed were born in Georgia.
C. More males were born in Georgia than were not born in Georgia.
D. More females were not born in Georgia than were born in Georgia.
E. There were more females not born in Georgia than there were males not born in Georgia.

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Unit 7: Solving Systems of Equations

In this unit, you will work with systems of equations to define relationships between variables. You will find the solutions to systems of equations. You will learn about parallel, collinear, and intersecting lines and about how to solve systems of equations algebraically.

KEY TERMS

System of equations: Multiple equations that work together to define the relationship between variables. The solution to a system of equations can be represented by graphing the line of solutions for each equation. The point or points where the lines intersect on the coordinate plane show the valid solutions to all the equations in the system. (EE.8a) Systems of equations can also be solved algebraically by using the addition property of equality and the multiplication property of equality to complete operations on each side. (EE.8b)

Parallel lines: Two lines that have the same slope and do not intersect. A system of equations that produces two parallel lines has no solution. (EE.8b)

Collinear lines: Two lines that share all the same points. A system of equations that produces two collinear lines has an infinite number of solutions. (EE.8b)

Addition property of equality: Adding the same number or value to both sides of an equation, which results in equivalent equations. (EE.8b)

Multiplication property of equality: Multiplying both sides of an equation by the same number or value, which results in equivalent equations. (EE.8b)

Important Tips

- The number of solutions to a system of equations can be no solution, one solution, or multiple solutions, including an infinite number of solutions.
- Use systems of equations in real-world situations to determine the solution or set of solutions that will satisfy a set of equations. A solution can also be determined based on sets of points. Given two sets of points, draw the corresponding line for each set and identify any locations where the lines intersect.

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Sample Items 26–29

Item 26

Selected-Response

Consider this system of equations.

$$-7x + 8y = 1$$
$$4x - 8y = 20$$

What is the *y*-coordinate of the solution for this system?

A. –1
B. –6
C. 1
D. 6

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Item 27

Selected-Response

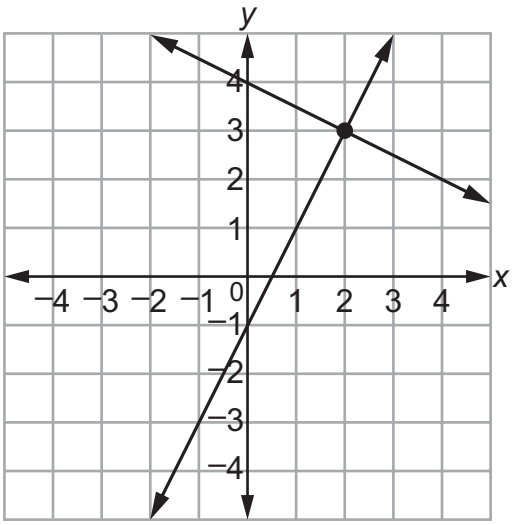
Consider this system of equations.

$$y = -2x - 1$$

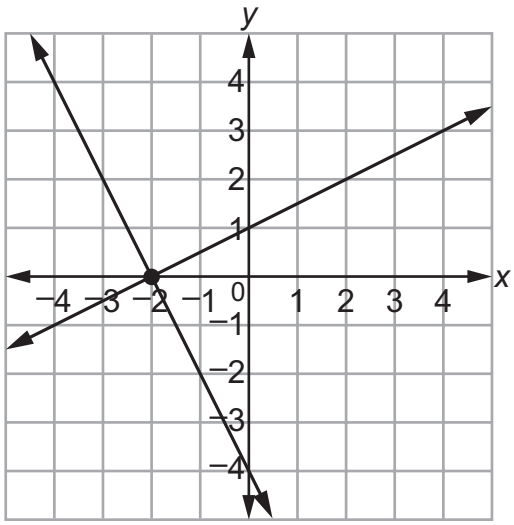
$$y = \frac{1}{2}x + 4$$

Which graph represents the solution of the system?

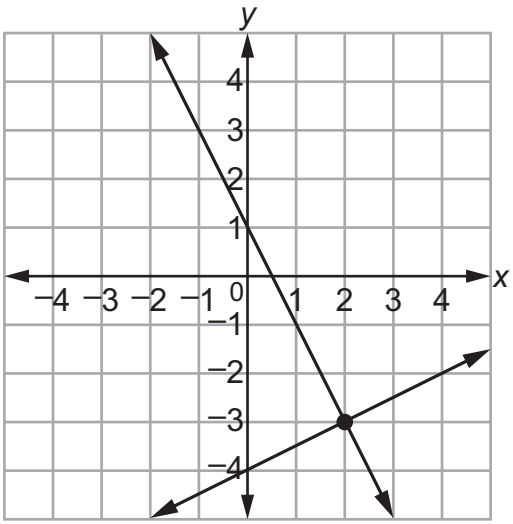
A.



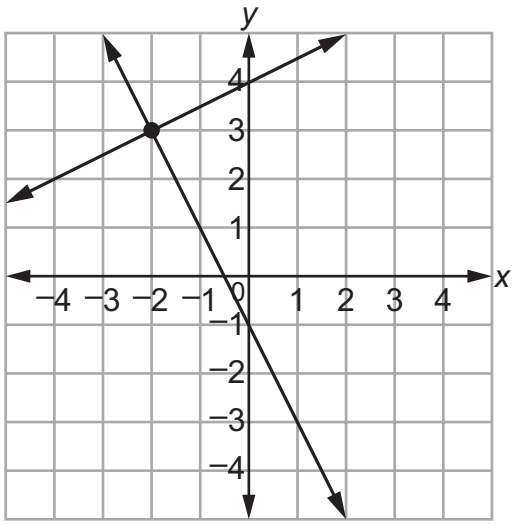
B.



C.



D.



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Item 28

Selected-Response

Which system of equations has exactly one solution?

A. $5x - y = -3$
$5x - y = -2$

B. $8x - 3y = -12$
$x - 3y = 9$

C. $3x - y = 4$
$9x - 3y = 12$

D. $2x - y = 3$
$2x - y = -4$

Item 29

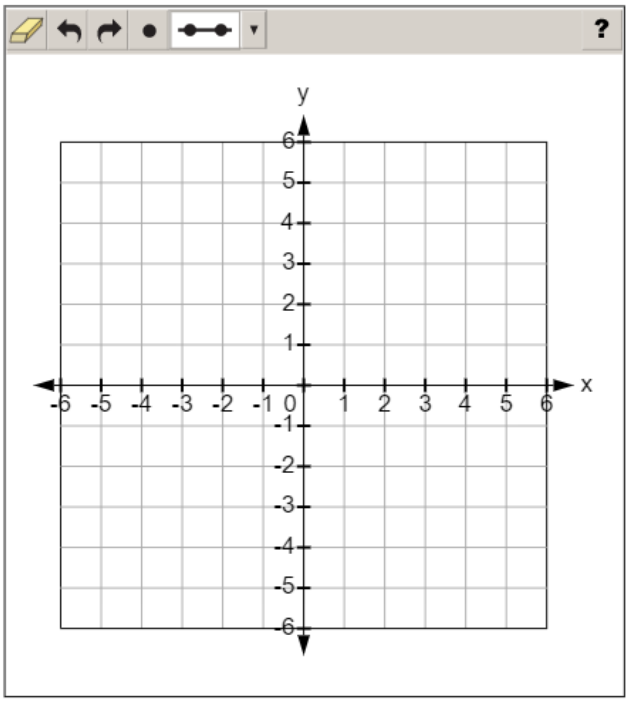
Coordinate-Graph Technology-Enhanced

A system of equations is shown.

$$y = 3x + 2$$

$$y = x - 2$$

Graph the system of equations to show its solution.



Use a mouse, touchpad, or touchscreen to graph lines on the coordinate grid. At most 2 lines and 5 points can be graphed.

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MATHEMATICS ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	MGSE8.G.1	2	C	The correct answer is choice (C) The line segment was reflected over the *x*-axis. The before and after segments have the same *x*-coordinates and opposite *y*-coordinates. Choice (A) is incorrect because the before and after segments are congruent, while a dilation by a factor of $\frac{1}{2}$ would make the after segment half the length of the before segment. Choice (B) is incorrect because rotation would not result in each vertex keeping the same *x*-coordinate. Choice (D) is incorrect because the line segment was not translated 1 unit to the left.
2	MGSE8.G.3	2	N/A	See scoring rubric and exemplar response on page 151.
3	MGSE8.G.1	2	C	The correct answer is choice (C) (–3, 4) and (3, 4). It follows the correct sequence of transformations. Choice (A) is incorrect because it is translated and only the right endpoint is reflected. Choice (B) is incorrect because it is reflected without the translation. Choice (D) is incorrect because it is reflected first and then translated.
4	MGSE8.G.2	2	N/A	See scoring rubric and exemplar response on page 152.
5	MGSE8.NS.2	2	B	The correct answer is choice (B) 4 to 5. Since 21 falls between 16 and 25, the square root of 21 will be between the square roots of 16 and 25, which are the perfect squares of 4 and 5. Choice (A) is incorrect because it does not show understanding that the number is not a fractional value. Choice (C) is incorrect because the square of each value in this range is greater than 21. Choice (D) is incorrect because it is the result of dividing 21 by 2.
6	MGSE8.EE.3	1	D	The correct answer is choice (D) 1×10^{30}. The exponents are subtracted because these two numbers are being divided. Choice (A) is incorrect because the exponents are multiplied together. Choice (B) is incorrect because the exponents are divided. Choice (C) is incorrect because the exponents are added together.
7	MGSE8.EE.2	2	N/A	See scoring rubric and exemplar response on page 153.
8	MGSE8.NS.2	2	N/A	See scoring rubric and exemplar response on page 154.
9	MGSE8.EE.4	2	N/A	See scoring rubric and exemplar response on page 155.
10	MGSE8.NS.2	2	N/A	See scoring rubric and exemplar response on page 156.

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Item	Standard/ Element	DOK Level	Correct Answer	Explanation
11	MGSE8.G.7	2	C	The correct answer is choice (C) 80. Each slanted side length = $\sqrt{18^2 + 16^2} \approx 24$. So the perimeter of the triangle $\approx 24 + 24 + 32 = 80$ ft. Choice (A) is incorrect because only the slants of the roof are calculated, without including the horizontal distance. Choice (B) is incorrect because the slants of the roof are calculated without doubling the horizontal distance to cover both right triangles. Choice (D) is incorrect because the height of the triangle is included in the total length.
12	MGSE8.G.9	2	B	The correct answer is choice (B) 66. The volume of each cup is $\frac{1}{3}\pi(3.5)^2(12) \approx 154$ cm^3. There is a total of $12 \cdot 850 = 10{,}200$ cm^3 of punch. Since 10,200 divided by 154 is a little greater than 66, this means 66 cups can be filled. Choice (A) is incorrect because the diameter was mistakenly used. Choice (C) is incorrect because the radius was not squared in the calculations. Choice (D) is incorrect because half the radius was mistakenly used in the formula.
13	MGSE8.G.8	2	D	The correct answer is choice (D) $\sqrt{73}$ units. The length of the hypotenuse = $\sqrt{8^2 + 3^2} = \sqrt{73}$. Choice (A) is incorrect because the lengths of the legs were not squared before finding the hypotenuse value. Choice (B) is incorrect because it is the square root of the product of the lengths of the two legs. Choice (C) is incorrect because the squares of the leg values are subtracted instead of added.
14	MGSE8.G.8	2	Part A: C Part B: C	Part A: The correct answer is choice (C) $\sqrt{41}$. Using the Pythagorean Theorem results in the square root of 41 for the distance from point *E* to point *G*. Choices (A), (B), and (D) are incorrect because they all give an incorrect distance from point *E* to point *G*. Part B: The correct answer is choice (C) 5. Using the Pythagorean Theorem results in a distance of 5 from point *E* to point *H*. Choices (A), (B), and (D) are incorrect because they all give an incorrect distance from point *E* to point *H*.
15	MGSE8.F.2	2	A	The correct answer is choice (A). It has the greatest rate of change, which is 6. Choice (B) is incorrect because the rate of change is 2.3. Choice (C) is incorrect because the rate of change is 5. Choice (D) is incorrect because the rate of change is 4.

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Item	Standard/ Element	DOK Level	Correct Answer	Explanation
16	MGSE8.F.1	2	B	The correct answer is choice (B) Because each value in the domain is paired with exactly one value in the range, the relation is a function. There are no values in the domain for which there are more than one value in the range, which is the definition of a function. Choices (A) and (C) are incorrect because there is no limit to the number of domain values which can be assigned to a single range value. Choice (D) is incorrect because it is not true that some values in the domain are assigned to more than one value in the range.
17	MGSE8.F.2	2	B	The correct answer is choice (B). The slope of $f(x)$ is $\frac{3}{2}$, which is the same slope as the table in choice (B). Choice (A) is incorrect as it has a negative slope. Choice (C) is incorrect as its slope is the negative reciprocal of the slope of $f(x)$. Choice (D) is incorrect as its slope is the reciprocal of the slope of $f(x)$.
18	MGSE8.F.3	1	A	The correct answer is choice (A) $y = 3x^3$. The exponent of 3 causes the graph to be a curve. Choices (B), (C), and (D) are incorrect because they all produce straight lines when graphed.
19	MGSE8.EE.6	2	B	The correct answer is choice (B) $c = 6m$. Every minute costs 6 cents. Choice (A) is incorrect because the line was interpreted with the x-value read before the y-value. Choice (C) is incorrect because the slope was misinterpreted to have a rise of 1 and a run of 30. Choice (D) is incorrect because, though there is a point with a rise of 30, the run was not interpreted.
20	MGSE8.F.3	2	A/C/D	The correct answer is choices (A), (C), and (D). They all make straight lines when graphed. Choices (B), (E), and (F) are all incorrect because the graphs are not straight lines.
21	MGSE8.EE.5	2	N/A	See scoring rubric and exemplar response on page 157.
22	MGSE8.SP.4	2	N/A	See scoring rubric and exemplar response on page 158.
23	MGSE8.SP.1	1	B	The correct answer choice is (B) positive association. The scatter plot shows the warmer the temperatures, the more visitors there are. Choice (A) is incorrect because there is an association, as the dots are clustered together near a line of best fit. Choice (C) is incorrect because a negative association would mean that as the temperature gets warmer, the number of visitors goes down. Choice (D) is incorrect because the points seem to follow a linear pattern.

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Item	Standard/ Element	DOK Level	Correct Answer	Explanation
24	MGSE8.SP.2	2	C	The correct answer is choice (C). The points are distributed evenly above and below the line. Choice (A) and choice (B) are not correct because, though they show a negative slope with a line of best fit, the points are not distributed equally above and below the line of best fit. Choice (D) is incorrect because the line of best fit shows a positive slope that does not match the pattern of the data points.
25	MGSE8.SP.4	3	Part A: B Part B: B/E	Part A: The correct answer is choice (B) 18. After finding the missing values in the table, the number of males not born in Georgia is 18. Choices (A), (C), and (D) are incorrect because they have the incorrect number of males not born in Georgia. Part B: The correct answer is choices (B) and (E). They are true statements about the data. Choices (A), (C), and (D) are incorrect statements.
26	MGSE8.EE.8b	2	B	The correct answer is choice (B) –6. It is the *y*-coordinate that makes both equations true. Choice (A) is incorrect because the rules for integer operations were not followed, though the steps were performed correctly. Choice (C) is incorrect because the integer sign rules were not followed initially, but the steps thereafter are correct. Choice (D) is incorrect because the integer rules were not followed.
27	MGSE8.EE.8a	2	D	The correct answer is choice (D). The solution to both the system of equations and the graph is (–2, 3). Choice (A) is incorrect because the graph has correct *y*-intercepts but incorrect slopes. Choice (B) is incorrect because the graph has incorrect slopes and incorrect *y*-intercepts. Choice (C) is incorrect because the *y*-intercepts are incorrect, though the graph has the correct slopes.
28	MGSE8.EE.8b	2	B	The correct answer is choice (B). The solution is (–3, –4). Choices (A) and (D) have no solution, and choice (C) has infinitely many solutions.
29	MGSE8.EE.8b	2	N/A	See scoring rubric and exemplar response on page 159.

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MATHEMATICS EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 2

Scoring Rubric

Points	Description
2	The student correctly answers both Part A and Part B.
1	The student correctly answers either Part A OR Part B.
0	The student does not correctly answer either part.

Exemplar Response

Part A

The correct response is shown below.

C' (6 , –3)

This is the correct response because a reflection over the *x*-axis keeps the *x*-coordinate the same and reverses the sign of the *y*-coordinate, bringing C' to (6, –3).

Part B

The correct response is shown below.

B'' (3 , 2)

This is the correct response because a reflection over the *x*-axis keeps the *x*-coordinate the same and reverses the sign of the *y*-coordinate, bringing B' to (2, –3). Then the rotation of 90 degrees counterclockwise switches the *x*- and *y*-coordinates and reverses the sign of the original *y*-coordinate, bringing B'' to (3, 2).

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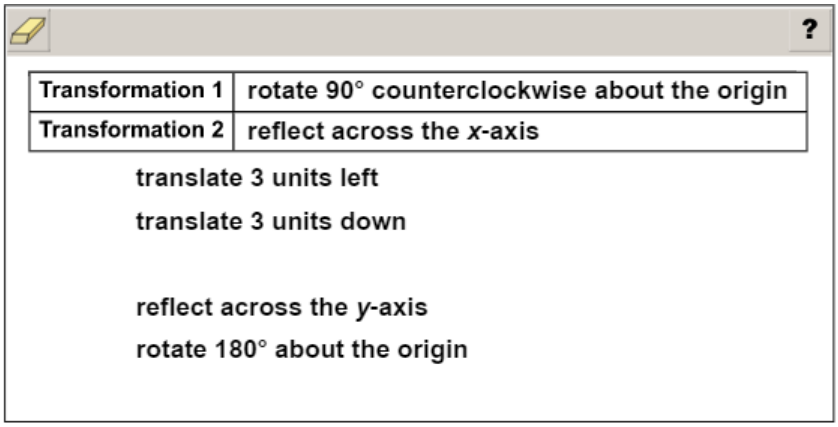
Item 4

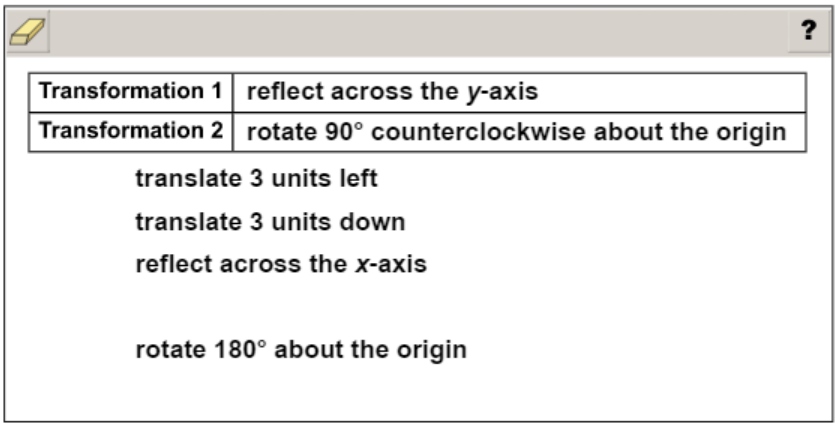
Scoring Rubric

Points	Description
2	The student correctly places both transformations.
1	The student correctly places the rotation transformation in either of the boxes but does not choose the correct reflection in the correct order.
0	The student does not correctly place the transformations.

Exemplar Response

Two possible correct responses are shown below.





The coordinates of triangle *DEF* are the same as the coordinates of triangle *ABC*, except with the opposite sign and with the *x*- and *y*-coordinates switched. A rotation of 90° counterclockwise about the origin will switch the *x*- and *y*-coordinates and change the sign of the new *x*-coordinate. Reflecting across an axis will switch the sign of the opposite coordinate, such as reflecting across the *x*-axis changes the sign of the *y*-coordinate. If the shape is rotated before it is reflected, the coordinates will have switched and the sign on the new *x*-coordinate is changed. Then the shape has to be reflected across the *x*-axis to change the sign on the new *y*-coordinate. If the shape is reflected first, then it would have to reflect across the *y*-axis to change the sign of the *x*-coordinate, and then the rotation would switch the coordinates and change the sign on the new *x*-coordinate.

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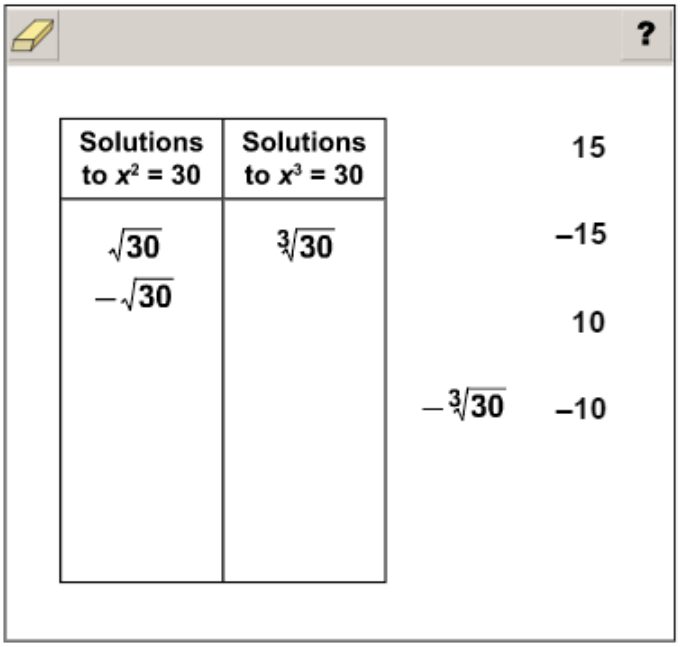
Item 7

Scoring Rubric

Points	Description
2	The student correctly places values in both of the columns.
1	The student correctly places values in one of the columns.
0	The student does not correctly place values in either column.

Exemplar Response

The correct response is shown below.



For the first column, the equation $x^2 = 30$ has two solutions because squaring both positive and negative numbers will yield a positive result. Therefore, when applying the square root to both sides of the equation to solve for x, both "$\sqrt{30}$" and "$-\sqrt{30}$" are solutions. For the second column, when solving the equation $x^3 = 30$, there is only one solution since cubing a negative number yields a negative solution. Therefore, when applying the cube root to both sides of the equation to solve for x, "$\sqrt[3]{30}$" is the only solution.

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Item 8

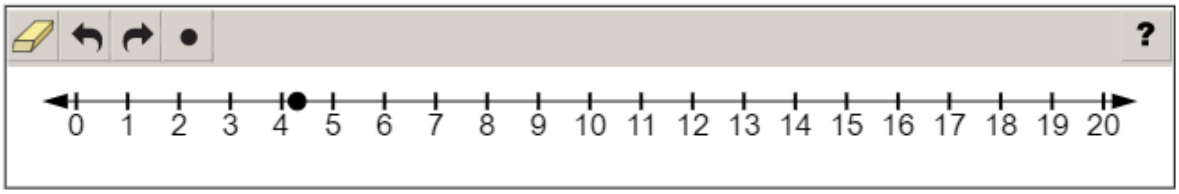
Scoring Rubric

Points	Description
2	The student correctly answers both Part A and Part B.
1	The student correctly answers either Part A OR Part B.
0	The student does not correctly answer either part.

Exemplar Response

Part A

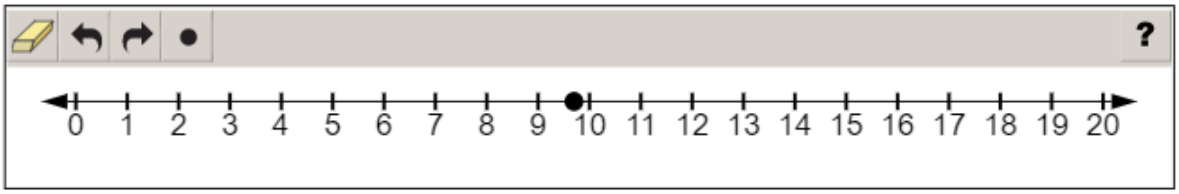
The correct response is shown below.



Since $\sqrt{16} = 4$ and $\sqrt{25} = 5$, the value of $\sqrt{20}$ is between 4 and 5. Since 20 is closer to 16 than to 25, the point is closer to 4 than it is to 5.

Part B

The correct response is shown below.



Since π is approximately 3.1, π^2 is greater than $3.1^2 = 9.61$ and less than $3.2^2 = 10.24$. Since π is closer to 3.1 than to 3.2, the point is closer to 9.61 than it is to 10.24.

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Item 9

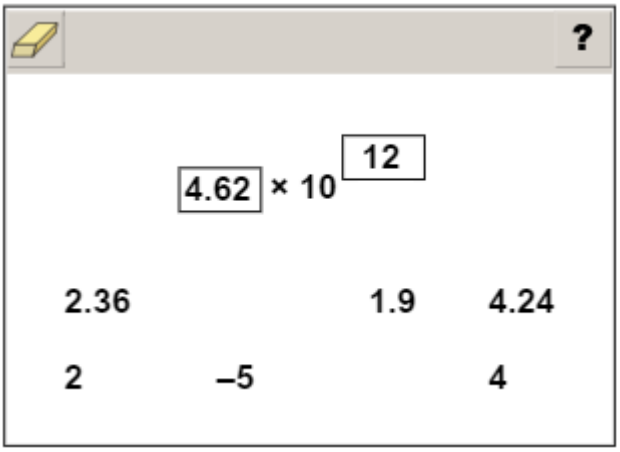
Scoring Rubric

Points	Description
2	The student correctly answers both Part A and Part B.
1	The student correctly answers either Part A OR Part B.
0	The student does not correctly answer either part.

Exemplar Response

Part A

The correct response is shown below.



This is the correct response because $(3.3 \times 10^{8})(14{,}000) = 4.62 \times 10^{12}$.

Part B

The correct response is shown below.

This is the correct response because $\frac{(5 \times 10^{4})}{(14{,}000)} = 3.571428571 \approx 3.6$.

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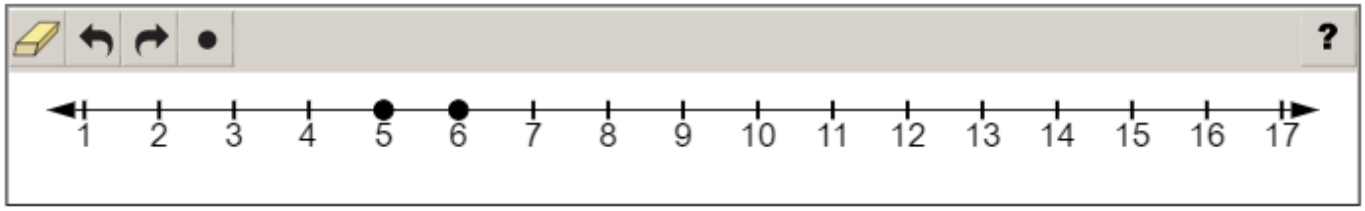
Item 10

Scoring Rubric

Points	Description
1	The student correctly plots the two points.
0	The student does not correctly plot the two points.

Exemplar Response

The correct response is shown below.



This is the correct response because the value of $\sqrt{29}$ lies between 5 and 6.

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Item 21

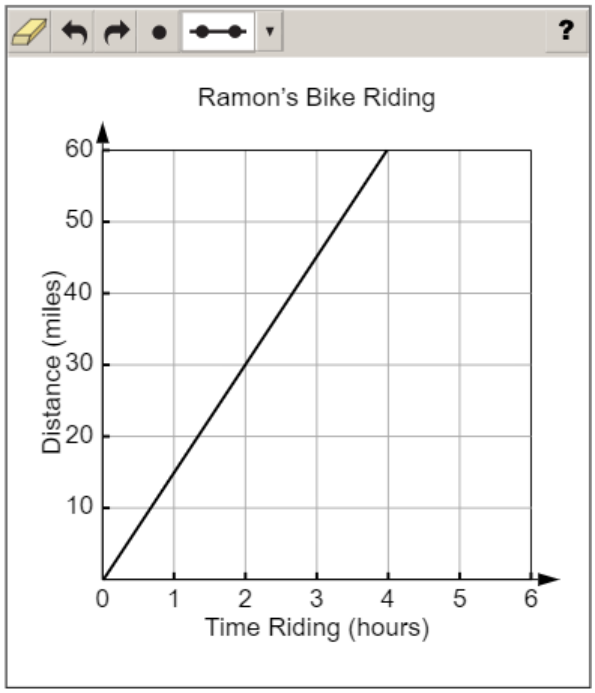
Scoring Rubric

Points	Description
2	The student correctly answers both Part A and Part B.
1	The student correctly answers either Part A OR Part B.
0	The student does not correctly answer either part.

Exemplar Response

Part A

The correct response is shown below.



Ramon rides his bike 45 minutes in 3 hours. This point can be plotted on the graph at (3, 45). The graph of his bike ride must start at (0, 0) and pass through this point.

Part B

The correct answer is choice (C) Ramon rides his bike 3 miles per hour slower than Hector rides his bike. Ramon's rate of change is $\frac{45 \text{ miles}}{3 \text{ hours}} = 15$ miles per hour. This is 3 miles per hour slower than Hector's rate of change, 18 miles per hour. Choice (A) is incorrect because the rates of Ramon and Hector are switched. Choice (B) is incorrect because it is the value when subtracting 18 from 45 instead of calculating Ramon's rate of change. Choice (D) is incorrect because it is the value when subtracting 18 from 45 instead of calculating Ramon's rate of change and then switching the rates of Ramon and Hector.

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Item 22

Scoring Rubric

Points	Description
2	The student correctly answers both Part A and Part B.
1	The student correctly answers either Part A OR Part B.
0	The student does not correctly answer either part.

Exemplar Response

Part A

The correct response is shown below.

This is the correct response because the total in the Lemonade column is 20 and the total in the Sweet Tea column is 15; 20 – 15 = 5.

Part B

The correct response is shown below.

This is the correct response because the total number of students who took part in the survey is equal to the sum of all the numbers in the table; 11 + 5 + 9 + 10 = 35.

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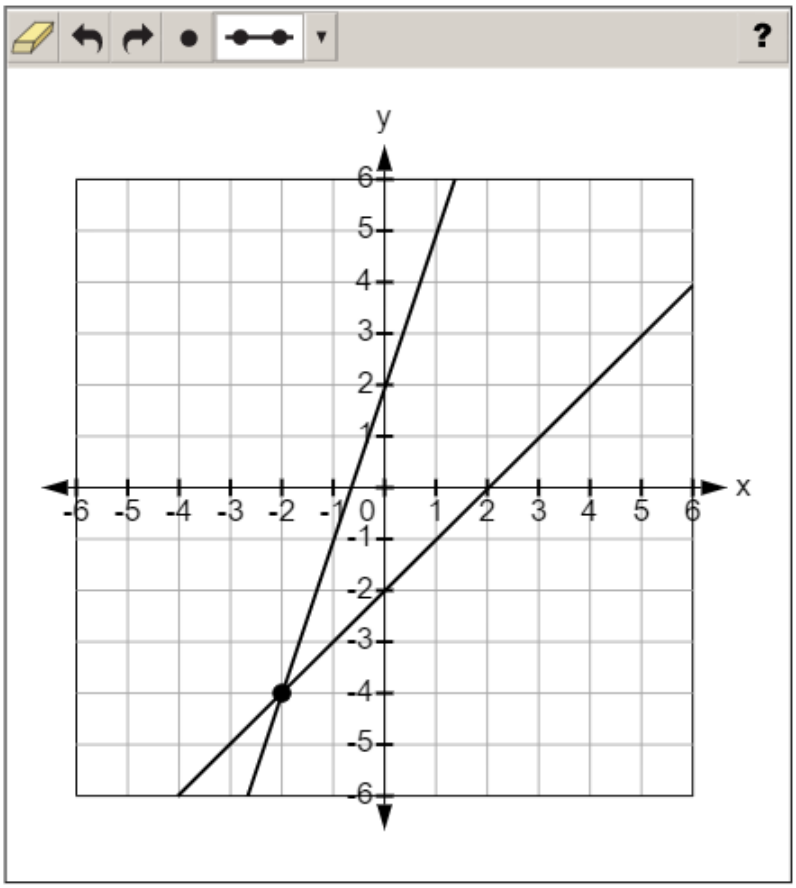
Item 29

Scoring Rubric

Points	Description
2	The student correctly graphs both lines.
1	The student correctly graphs one of the lines.
0	The student does not correctly graph either line.

Exemplar Response

The correct response is shown below.



To graph the first equation, the line passes through the *y*-intercept, which is at (0, 2), and one other point that can be found using the slope of 3, such as (–1, –1) or (1, 5). To graph the second equation, the line passes through the *y*-intercept, which is at (0, –2), and one other point that can be found using the slope of 1, such as (1, –1) or (2, 0). The solution is the point of intersection of the two lines, which is the point (–2, –4).

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SCIENCE

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 8 Science EOG assessment has a total of 42 items.

The test will be given in two sections.

- You may have up to 40 minutes per section to complete Sections 1 and 2.
- The total estimated testing time for the Grade 8 Science EOG assessment ranges from approximately 40 to 80 minutes.

CONTENT

The Grade 8 Science EOG assessment will measure the Grade 8 Science standards that are described at www.georgiastandards.org. The Science Georgia Standards of Excellence are designed to provide foundational knowledge and skills for all students to develop proficiency in science. These standards focus on a limited number of core disciplinary ideas and crosscutting concepts which build from kindergarten to high school. The standards are written with the core knowledge to be mastered integrated with the science and engineering practices needed to engage in scientific inquiry and engineering design. Crosscutting concepts are used to make connections across different science disciplines.

The content of the assessment covers standards that are reported under these domains:

- Matter
- Energy
- Motion
- Waves
- Force

ITEM TYPES

Operational items in the Science portion of the Grade 8 EOG assessment consist of selected-response (multiple-choice) and technology-enhanced items.

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SCIENCE DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent applicable DOK levels of the Science assessment are provided for you on the following pages. The items and explanations of what is expected of you to answer them will help you prepare for the test.

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Example Item 1

Selected-Response

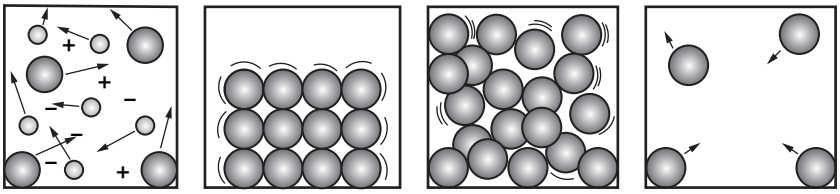
DOK Level 1: This is a DOK level 1 item because the question requires the student to recall information concerning a known relationship between scientific quantities.

Science Grade 8 Content Domain: Matter

Standard: 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.

Look at the illustrations.



Model 1 **Model 2** **Model 3** **Model 4**

Which model shows the structure and movement of particles in a solid?

A. model 1
B. model 2
C. model 3
D. model 4

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) model 2. Model 2 shows particles that are held in a fixed position. Choice (A) is incorrect because model 1 shows plasma. The particles in plasma move more freely and have electrical charges. Choice (C) is incorrect because model 3 shows a liquid. Particles in a liquid are more randomly distributed and move more freely than those in a solid. Choice (D) is incorrect because model 4 shows a gas. Particles in a gas are spread far apart and move randomly.

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Example Item 2

Selected-Response

DOK Level 2: This is a DOK level 2 item because the question requires the student to apply learned information to abstract and real-life situations.

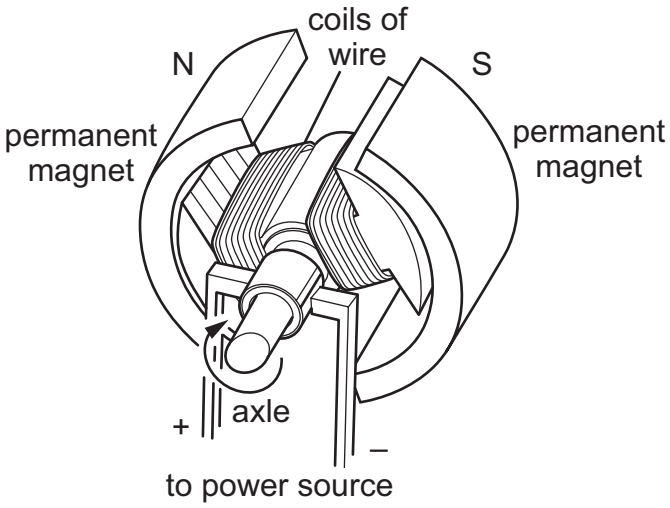
Science Grade 8 Content Domain: Force

Standard: S8P5. Obtain, evaluate, and communicate information about gravity, electricity, and magnetism as major forces acting in nature.

a. 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 drycells, 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.)

A group of students is investigating the different factors that affect the strength of an electric motor. A diagram of the motor is shown.

Inner Workings of an Electric Motor



What step should the students take next in the investigation to increase the strength of the motor?

A. Reduce the size of the axle running through the center of the motor.
B. Increase the number of coils of wire within the two sections of the motor.
C. Decrease the voltage of the power source being used to operate the motor.
D. Place the permanent magnets and coils of wire farther apart inside the motor.

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) Increase the number of coils of wire within the two sections of the motor. Increasing the number of coils of wire makes each loop of the coil closer to the other coils. This makes the magnetic fields from each coil overlap more, so their strengths add up. This makes the total magnetic field of both parts of the motor stronger, which makes the motor stronger. Choice (A) is incorrect because reducing the size of the axle might allow the motor to spin faster, but it will not increase the strength of the motor. Choice (C) is incorrect because a decrease in the battery voltage will cause less current and result in less strength for the motor. Choice (D) is incorrect because moving the magnets and coils farther apart will reduce the magnetic field strength and strength for the motor.

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Example Item 3

Selected-Response

DOK Level 3: This is a DOK level 3 item because the question requires the student to construct arguments supported by evidence, to analyze and interpret data, to construct explanations and design solutions, and to plan and carry out investigations.

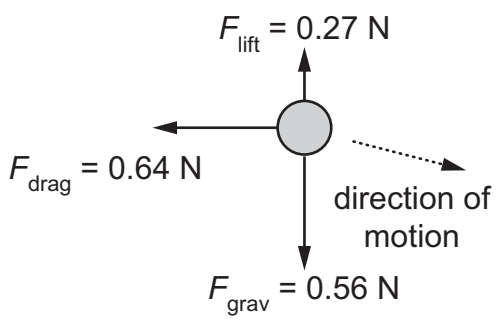
Science Grade 8 Content Domain: Motion

Standard: 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.

A force diagram of a tennis ball flying through the air toward the right is shown in the diagram below. The arrows show the direction of the gravitational force (F_{grav}), the drag force (F_{drag}), the lift force (F_{lift}), and the direction of movement of the tennis ball.

Force Diagram for a Flying Tennis Ball



Which pair of statements is a valid description and explanation of the motion of the ball based on evidence from the diagram?

A. **description:** The ball slows down as it moves to the right because the horizontal forces are unbalanced, with the larger force acting to the left.
explanation: The ball speeds up as it moves downward because the vertical forces are unbalanced, with the larger force acting downward.

B. **description:** The ball speeds up as it moves to the right because the horizontal forces are unbalanced, with the larger force acting to the right.
explanation: The ball speeds up as it moves downward because the vertical forces are unbalanced, with the larger force acting downward.

C. **description:** The ball moves at a constant speed to the right because the horizontal forces are unbalanced, with the larger force acting to the left.
explanation: The ball slows down as it moves downward because the vertical forces are unbalanced, with the larger force acting upward.

D. **description:** The ball slows down as it moves to the right because the horizontal forces are unbalanced, with the larger force acting to the right.
explanation: The ball moves at a constant speed downward because the vertical forces are unbalanced, with the larger force acting upward.

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Example Item 3. *Continued*.

Correct Answer: A

Explanation of Correct Answer: The correct answer is choice (A)
description: The ball slows down as it moves to the right because the horizontal forces are unbalanced, with the larger force acting to the left.
explanation: The ball speeds up as it moves downward because the vertical forces are unbalanced, with the larger force acting downward.
Choice (B) is incorrect because, while the horizontal force is unbalanced, the net force is to the left, not to the right, so the ball slows down as it moves to the right. Choice (C) is incorrect because the ball speeds up while moving downward because the unbalanced vertical forces produce a large downward force. Choice (D) is incorrect because the net horizontal force is to the left, and the ball is speeding up as it moves downward.

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SCIENCE CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

In this section, you will find information about what to study in order to prepare for the Grade 8 Science EOG assessment. This includes main ideas and important concepts. This section also contains practice questions with an explanation of the correct answers that you can use to prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

CONTENT DESCRIPTION

- Develop an understanding of the structure and properties of matter.
- Investigate the law of conservation of energy.
- Investigate the cause-and-effect relationships between force, mass, and the motion of objects.
- Compare and contrast the energy and behavior of electromagnetic (light) waves and mechanical (sound waves).
- Investigate the major forces acting in nature of gravity, electricity, and magnetism.

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Force

This section will focus on developing a conceptual understanding of the relationship between force, mass, and the motion of objects; and energy transformations. You will develop an understanding that all objects and substances in the natural world are composed of matter that is influenced by forces. You will explore the relationship between velocity and acceleration through graphical representations of the motion of objects. You will gain a qualitative understanding of the universal laws of motion through scenarios in which forces act through direct physical contact between objects as well as examples in which forces act on objects at a distance (via gravitational force).

KEY CONCEPTS

Displacement is the length and direction of a straight line between two locations, or positions. Since displacement considers only the length and direction of a straight line, it doesn't depend on the actual path of a moving object. If Town A is 10 miles east of Town B, the displacement of Town A is 10 miles east relative to Town B. For a moving object, displacement can be defined as the change between the initial and final position of the object. (S8P3a)

Distance is a measure of the length of a path that a moving object travels. If the only road between the two towns has to wind through hills, the distance traveled between the two towns is longer than 10 miles, even though the displacement between the two towns is 10 miles east. (S8P3a)

Velocity is a quantity that measures the rate at which the position of an object changes in time. Velocity always describes a distance and a direction. Since velocity has direction, one way to show this numerically is to assume that travelling in a certain direction is symbolized with positive numbers while traveling opposite that direction is shown using negative numbers. (S8P3a)

Speed measures the rate at which an object moves along a path. Unlike velocity, speed is not considered to have a direction. (S8P3a)

Acceleration is a quantity that measures the rate at which an object changes its velocity. People often talk about an object decelerating when the object slows down. An object that slows down is actually experiencing a negative acceleration. This means the rate of change is a negative value. An object can have a velocity but not acceleration if it is moving at a constant velocity. For example, a car takes one hour to make a trip of 80 kilometers on a straight road pointing due east. In the middle of the trip, the car accelerated to 100 kilometers per hour (kph) and operated at that speed for 10 minutes and then accelerated to 60 kph and operated at that speed for 10 minutes. After the first acceleration the speed of the car was 100 kph, and during that time, the velocity of the car was 100 kph eastward. After the second acceleration the speed of the car was 60 kph and the velocity of the car during that time was 60 kph eastward. Finally, the car accelerated again back to 80 kph. The average velocity of the car over the whole trip was 80 kph eastward, and the average speed was 80 kph. (S8P3a)

A **force** is a push or pull on an object. Force can be the result of contact, such as when you push a book across your desk. Forces between objects that are not in contact with each other can be explained by the presence of force fields, like the magnetic field and the gravitational field. When one magnet repels another magnet, there is a push force that acts on the magnets even though the magnets are not in contact. (S8P3b)

When two or more forces act on an object but the object's velocity does not change, the object is being acted on by **balanced forces**. A book on your desk that is not moving is said to be **stationary**. The book is said to be at **rest** in relation to the desk. Gravity is acting to pull the book down. The desk pushes up against the book, and the book is at rest in relation to the desk. (S8P3b)

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An accelerating object is being acted on by **unbalanced forces**. When you push your book across your desk, you are applying force to one side of the book. The force of friction acts on the book in the opposite direction that the book is moving, reducing the speed at which the book moves. Because the book begins to move in the direction you are pushing it, these forces are unbalanced. (S8P3b)

Friction is the force that resists motion between two surfaces. (S8P3b)

Inertia is the resistance to any change in the state of motion of any physical object. All matter has inertia, and the inertia of matter does not change until the matter is acted on by unbalanced forces that cause a change in motion. (S8P3b)

Mass is the total amount of matter of an object. Mass is a numerical measure of the object's inertia. The mass of an object does not change, regardless of where the object is located. (S8P3c)

Gravity is the force of attraction that exists between any two or more masses. Gravity can refer to the force that Earth exerts on everything. (S8P3b, S8P5a)

Important Tip

✍ Gravity also refers to the **gravitational force** every object exerts on every other object. (S8P3b)

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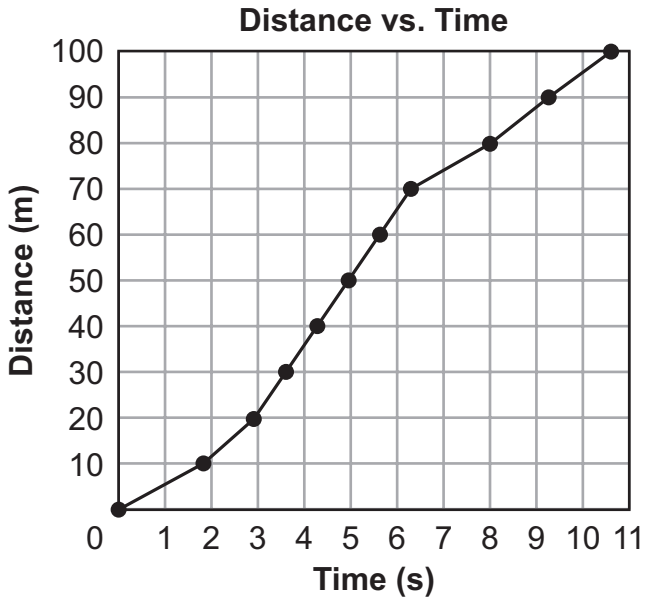
Sample Items 1–3

Item 1

Selected-Response

A coach at a track meet measured the time of a runner every 10 meters (m) during a 100 m dash. The data for the runner are shown.



Which statement is the BEST analysis of the data for the runner?

A. The runner covers the first 80 m running at a constant speed and then slows down, reaching a minimum speed during the final 20 m.

B. The runner starts slower and speeds up, reaching a constant speed between 20 and 80 m, and then speeds up again during the final 20 m.

C. The runner covers the first 70 m running at a constant speed and then speeds up, reaching a maximum speed during the final 30 m.

D. The runner starts slower and speeds up, reaching a maximum speed between 50 and 70 m, and then slows down during the final 30 m.

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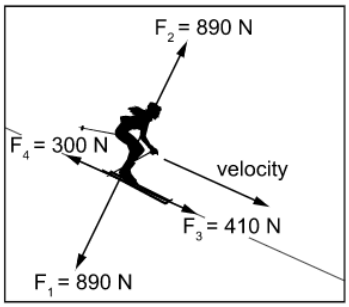
Item 2

Drop-Down Technology-Enhanced

A force diagram for a downhill skier is shown.

Force Diagram for Downhill Skier



Use the diagram, Newton's laws of motion, and the drop-down menus to complete the statement explaining the skier's speed.

The skier's speed increases going down the hill because forces [ ] are [ ] and acting [ ] the direction of the velocity, which causes the speed to change.

Use a mouse, touchpad, or touchscreen to click the arrow beside each of the three blank boxes. When you click the arrow, a drop-down menu will appear showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

The skier's speed increases going down the hill because forces [ ] are [ ] and acting [ ] the direction of the velocity, which

perpendicular to
in the same direction as

F_1 and F_2
F_3 and F_4

balanced
unbalanced

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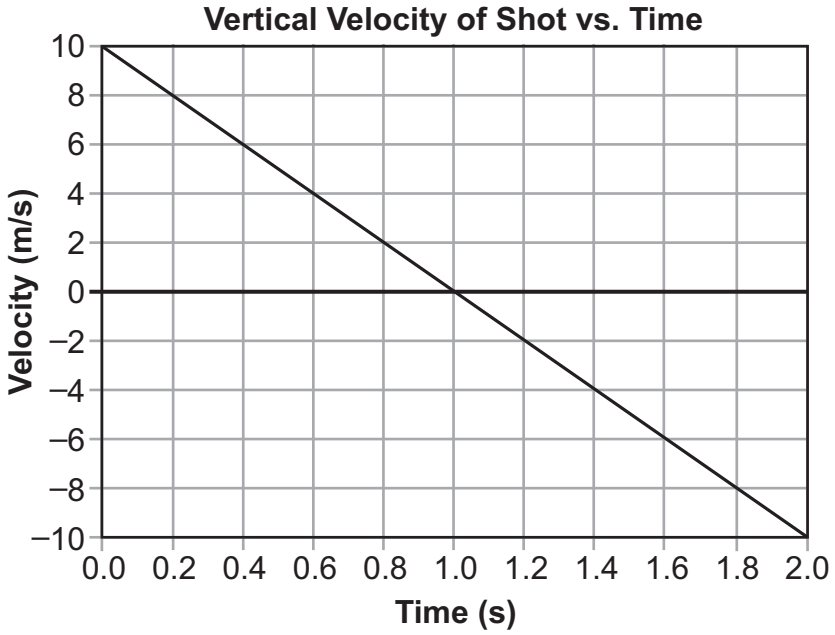
Item 3

Selected-Response

During a shot put event, athletes throw a very heavy round ball, called a shot, as far as possible. The graph shows the vertical velocity of a shot that was thrown by an athlete.



Which statement is an accurate analysis of the vertical motion of the shot?

A. The direction of the velocity is upward for both the first second and the last second, and the acceleration remains constant for the entire period.

B. The direction of the velocity is downward for both the first second and the last second, and the acceleration decreases during the entire period.

C. The direction of the velocity is upward for the first second and then downward for the last second, and the acceleration decreases during the entire period.

D. The direction of the velocity is upward for the first second and then downward for the last second, and the acceleration remains constant for the entire period.

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Structure and Properties of Matter

In this section, you will develop a conceptual understanding of the nature of matter. You will understand that, in a chemical reaction, matter can be neither created nor destroyed, only transformed. You will learn about the characteristics of matter (i.e., physical and chemical properties) that are useful to classify and differentiate substances.

KEY CONCEPTS

Atoms are the smallest unit of matter that defines the chemical element. **Elements** are pure chemical substances that are made up of one type of atom. A **molecule** is made of two or more atoms joined together chemically. Molecules can be made of the same element or more than one element. Water molecules are made up of two atoms of hydrogen and one atom of oxygen. (S8P1a, e)

The **Periodic Table of Elements** is a table arranging all the known elements into groups with common properties. This arrangement also demonstrates trends based on those properties. (S8P1e)

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PERIODIC TABLE OF THE ELEMENTS

KEY

79 Au Gold 196.97

- 79 — Atomic Number
- Au — Element Symbol
- Gold — Element Name
- 196.97 — Average Atomic Mass

	1 IA	2 IIA	3 IIIB	4 IVB	5 VB	6 VIB	7 VIIB	8 VIIIB	9 VIIIB	10 VIIIB	11 IB	12 IIB	13 IIIA	14 IVA	15 VA	16 VIA	17 VIIA	18 VIIIA
1	1 H Hydrogen 1.01																	2 He Helium 4.00
2	3 Li Lithium 6.94	4 Be Beryllium 9.01											5 B Boron 10.81	6 C Carbon 12.01	7 N Nitrogen 14.01	8 O Oxygen 16.00	9 F Fluorine 19.00	10 Ne Neon 20.18
3	11 Na Sodium 22.99	12 Mg Magnesium 24.31											13 Al Aluminum 26.98	14 Si Silicon 28.09	15 P Phosphorus 30.97	16 S Sulfur 32.07	17 Cl Chlorine 35.45	18 Ar Argon 39.95
4	19 K Potassium 39.10	20 Ca Calcium 40.08	21 Sc Scandium 44.96	22 Ti Titanium 47.87	23 V Vanadium 50.94	24 Cr Chromium 52.00	25 Mn Manganese 54.94	26 Fe Iron 55.85	27 Co Cobalt 58.93	28 Ni Nickel 58.69	29 Cu Copper 63.55	30 Zn Zinc 65.41	31 Ga Gallium 69.72	32 Ge Germanium 72.64	33 As Arsenic 74.92	34 Se Selenium 78.96	35 Br Bromine 79.90	36 Kr Krypton 83.80
5	37 Rb Rubidium 85.47	38 Sr Strontium 87.62	39 Y Yttrium 88.91	40 Zr Zirconium 91.22	41 Nb Niobium 92.91	42 Mo Molybdenum 95.94	43 Tc Technetium (98)	44 Ru Ruthenium 101.07	45 Rh Rhodium 102.91	46 Pd Palladium 106.42	47 Ag Silver 107.87	48 Cd Cadmium 112.41	49 In Indium 114.82	50 Sn Tin 118.71	51 Sb Antimony 121.76	52 Te Tellurium 127.60	53 I Iodine 126.90	54 Xe Xenon 131.29
6	55 Cs Cesium 132.91	56 Ba Barium 137.33	57 La Lanthanum 138.91	72 Hf Hafnium 178.49	73 Ta Tantalum 180.95	74 W Tungsten 183.84	75 Re Rhenium 186.21	76 Os Osmium 190.23	77 Ir Iridium 192.22	78 Pt Platinum 195.08	79 Au Gold 196.97	80 Hg Mercury 200.59	81 Tl Thallium 204.38	82 Pb Lead 207.2	83 Bi Bismuth 208.98	84 Po Polonium (209)	85 At Astatine (210)	86 Rn Radon (222)
7	87 Fr Francium (223)	88 Ra Radium (226)	89 Ac Actinium (227)															

58 Ce Cerium 140.12	59 Pr Praseodymium 140.91	60 Nd Neodymium 144.24	61 Pm Promethium (145)	62 Sm Samarium 150.36	63 Eu Europium 151.96	64 Gd Gadolinium 157.25	65 Tb Terbium 158.93	66 Dy Dysprosium 162.50	67 Ho Holmium 164.93	68 Er Erbium 167.26	69 Tm Thulium 168.93	70 Yb Ytterbium 173.04	71 Lu Lutetium 174.97
90 Th Thorium 232.04	91 Pa Protactinium 231.04	92 U Uranium 238.03	93 Np Neptunium (237)	94 Pu Plutonium (244)	95 Am Americium (243)	96 Cm Curium (247)	97 Bk Berkelium (247)	98 Cf Californium (251)	99 Es Einsteinium (252)	100 Fm Fermium (257)	101 Md Mendelevium (258)	102 No Nobelium (259)	103 Lr Lawrencium (262)

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Substance is matter of any form that cannot be broken down into separate elements by physical means but can be broken down using chemical changes. (S8P1a)

A **compound** is a pure chemical substance that is made up of two or more different elements. Salt is a compound whose molecules are made up of one atom of sodium and one atom of chlorine. (S8P1a)

A **mixture** is made of two or more substances that are not combined chemically. Salted popcorn is an example of a mixture. (S8P1a)

Matter is anything that has mass and occupies space. Matter can be found in several states (e.g., solid, liquid, gas, plasma). (S8P1b, c)

Physical properties are any properties that are measurable and can be observed. Physical properties can be determined without changing the chemical properties of an object. Color, hardness, area, length, strength, temperature, and state of matter are some examples of physical properties. (S8P1c)

The **states of matter** are the different forms that matter can be found in. Water is a **liquid**, the state of matter that has a definite volume but no fixed shape. When water is ice, it is a **solid**. Solids have a definite shape and volume. Their shape and volume cannot be easily changed. When water is steam, or water vapor, it is a **gas**. Gases have no definite shape and take the shape of their container. **Plasma** is gas that is charged. Plasma conducts electricity easily. Stars and neon lights are examples of plasma. Plasma is different from the other states of matter in that it is a high-energy state of matter. (S8P1b)

Mass is the total amount of matter of an object. Mass is a numerical measure of the object's inertia. The mass of an object does not change regardless of where the object is located. (S8P3c)

Volume is the amount of space that an object or substance occupies. Volume is a physical property. (S8P1b)

Density is the physical property that describes how tightly matter is put together. A pure element, such as gold, will have a characteristic density and mass. (S8P1c)

Boiling point is the physical property that describes the temperature at which a substance will change from a liquid to a gas. Water boils at 100°C (212°F). (S8P1c)

Melting point is the physical property that describes the temperature at which a solid will become a liquid. Ice, a solid, will change into liquid water at 0°C (32°F). This is the melting point of water. (S8P1c)

Chemical properties are any properties that can be measured only by chemically changing an object. Paper starts to burn at around 249°C (480°F). At this temperature the paper combines with oxygen in the air and new substances are formed. (S8P1c)

Combustibility is the chemical property of how easily a substance will set on fire. For example, paper's heat of combustion is around 249 degrees Celsius. (S8P1c)

Reactivity is the chemical property of the capacity of an atom or molecule to go through a chemical reaction with another atom or molecule. Sodium is a very reactive metal. Sodium reacts rapidly and energetically with other substances. Gold is a metal that is not very reactive. It won't tarnish from oxygen or water. (S8P1c)

A **physical change** happens when matter has a change in its physical properties but not its chemical properties. For example, salt can be dissolved in water, but if the water evaporates, the salt is still there. (S8P1d)

A **chemical change** happens when matter breaks down into two or more substances or when more than one substance is combined to form a new substance. Hydrogen peroxide forming bubbles on its own is an example of matter breaking down into two substances. Vinegar and baking soda turning into bubbling foam is an example of two substances combining to create other substances. (S8P1d)

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A **chemical reaction** is a process where two or more substances combine chemically in some way to form one or more other substances. When iron is combined with air and water, the iron is slowly converted into rust. (S8P1f)

A **precipitate** is a solid that is formed by a chemical reaction. Precipitates can form in a solution or inside another solid. (S8P1d)

The **law of conservation of matter** states that the total amount of matter in a system cannot be created or destroyed. When a piece of paper burns, it becomes ash, water vapor, and carbon dioxide. If the mass of the ash, water vapor, and carbon dioxide were found, it would be the same as the mass of the paper before the paper was burnt. (S8P1f)

Important Tip

✍ The movement of particles within the different states of matter can vary greatly. Particles in solids are packed together very tightly, and they do not move around easily. This is why solids tend to be hard. Particles in a liquid move around and are packed loosely. Particles in gases move in all sorts of directions, and the particles are spread very far apart. (S8P1b)

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Sample Items 4–8

Item 4

Selected-Response

A student is planning an investigation to explore different properties of matter.

Which investigation will help the student explore a physical property of matter?

A. **investigation:** Place a solid in a beaker and add a small amount of liquid.
observation: The beaker becomes warm to the touch.

B. **investigation:** Add a small amount of solid to a liquid in a beaker.
observation: The solid dissolves in the liquid.

C. **investigation:** Add a small amount of solid to a liquid in a beaker.
observation: The solution starts to fizz and overflows the container.

D. **investigation:** Place a solid in a beaker and add a small amount of liquid.
observation: Bubbles form on the top of the solid.

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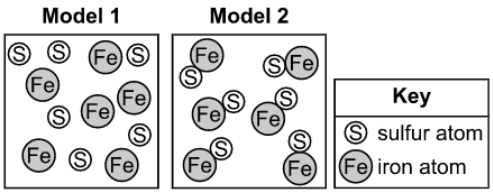
Item 5

Drag-and-Drop Technology-Enhanced

Iron can be found as a gray powder, and sulfur can be found as a yellow powder. The diagram shows models of two substances made of iron (Fe) and sulfur (S).



Move the correct classification and description text into the boxes in the table to classify and describe the appearances of the substances. One classification will not be used.

?

Model	Classification	Appearance
1		
2		

Classification	Appearance
pure substance	**uniform**
homogeneous mixture	**gray and yellow particles visible but evenly distributed**
heterogeneous mixture	

Use a mouse, touchpad, or touchscreen to move the classification and description text into the boxes in the table. Each option can be used once. One classification will not be used.

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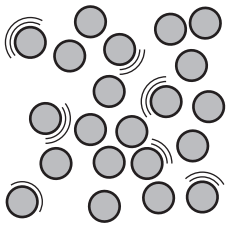
Item 6

Multi-Part Technology-Enhanced

A student is shown a simple model of particles that make up a liquid, as shown.



Part A

How should the model be changed to show the particles of a solid?

A. Increase the velocities of the particles, and increase the space between the particles.
B. Increase the velocities of the particles, and decrease the space between the particles.
C. Decrease the velocities of the particles, and increase the space between the particles.
D. Decrease the velocities of the particles, and decrease the space between the particles.

Part B

How should the model be changed to show the particles of a liquid at a higher temperature?

A. Separate the particles into positive and negative charges, and increase the space between the particles.
B. Separate the particles into positive and negative charges, but maintain the same space between the particles.
C. Decrease the velocities of the particles, and decrease the space between the particles.
D. Increase the velocities of the particles, but maintain the same space between the particles.

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Item 7

Multi-Part Technology-Enhanced

A student is asked to conduct an investigation that will determine a physical property of a cube-shaped solid block of salt sample.

Part A

Which procedure BEST measures a physical property of the sample?

A. 1. Measure 10 mL of vinegar (acetic acid) in a graduated cylinder.
2. Pour the acetic acid into a beaker.
3. Drop the sample into the beaker of acetic acid to determine what happens to the sample.
4. Record your observations.

B. 1. Gently break the solid sample into smaller pieces using a hammer.
2. Use long-handled forceps to pick up one of the small sample pieces.
3. Hold the small sample piece in the flame of a Bunsen burner for a few seconds to determine what happens to the sample.
4. Record your observations.

C. 1. Use a ruler to measure the length of one side of the sample.
2. Record this value to the nearest millimeter.
3. Cube the value in step 2.
4. Place the cubed sample on the digital balance.
5. Record this value to the nearest tenth of a gram.
6. Divide the value in step 5 by the value in step 5.

D. 1. Cut away two different-sized pieces of the sample and place into a container on a hot plate.
2. Place two thermometers in the containers, one touching each sample.
3. Record the time it takes the temperature of the smaller sample to increase 1°C.
4. Continue to heat the sample.
5. Record the time it takes the temperature of the larger sample to increase 1°C.
6. Subtract the value in step 3 from the value in step 5.

Go on to the next page to finish item 7.

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Item 7. *Continued*.

Part B

Which statement supports the answer to Part A?

A. The physical property being tested is density; the procedure selected measures the mass and the volume of the sample.

B. The physical property being tested is reactivity; the procedure selected determines whether the sample will change to a different substance due to mixing with acetic acid.

C. The physical property being tested is melting point; the procedure selected measures the temperature at which the sample changes to a liquid.

D. The physical property being tested is combustibility; the procedure selected determines whether the sample will begin to burn due to exposure to a flame.

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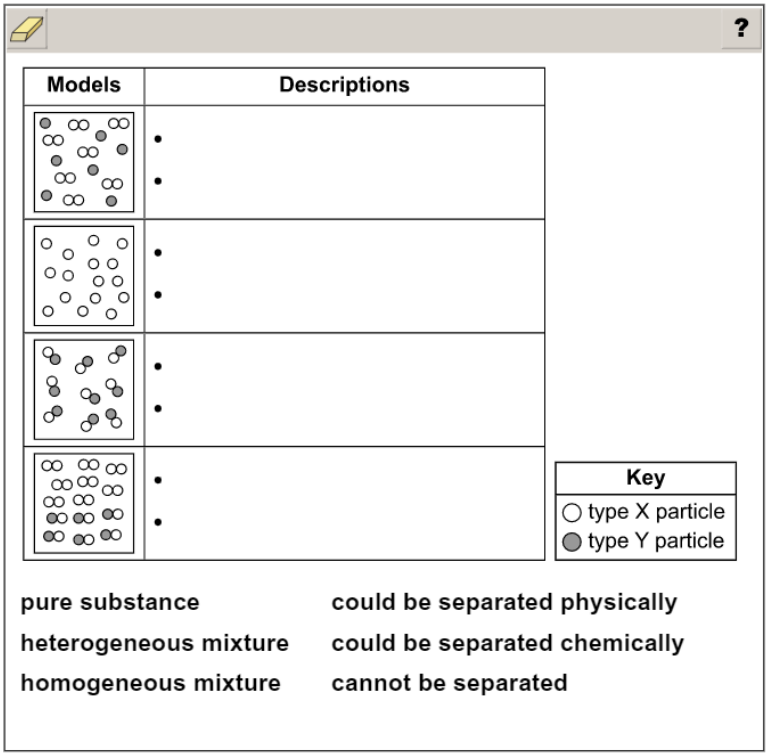
Item 8

Drag-and-Drop Technology-Enhanced

A student draws four models to represent the different types of pure substances and mixtures.

Move the descriptions into the table to correctly identify each model. Descriptions may be used more than once.



Use a mouse, touchpad, or touchscreen to move the descriptions below the table into the boxes in the table. Each description can be used more than once.

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Energy and Force

In this section, you will develop an understanding that energy exists in many forms. You will learn that in a closed system, energy can be transferred and transformed, but the total amount of energy available is always the same—it is conserved. You will also learn about two of the four main forces in the universe: gravitational and electromagnetic forces. You'll determine how these forces influence the motion of objects and are responsible for the work that a system does or for the work that is done on a system.

KEY CONCEPTS

The **law of conservation of energy** states that the total amount of energy in a system cannot change unless energy enters or leaves that system by some form and that energy cannot be created or destroyed. Energy can only change forms. An **energy transformation** refers to the changing of energy from one form to another. (S8P2b, c)

Gravitational potential energy is the energy stored in an object due to its position. The energy stored in a ball sitting at the top of a ramp is all potential energy. In the case of the ball, gravity is pulling down on the ball. Although the ball is not rolling down the hill, it has potential energy due to the pull of gravity. (S8P2a, b)

Kinetic energy is the energy of **motion**. As the ball starts to roll down the ramp, the potential energy of the ball transforms into kinetic energy. The energy in the system is converted from potential energy to kinetic energy. (S8P2a, b)

Mechanical energy is the total of all the potential energy and kinetic energy in an object. (S8P2b)

Thermal energy is the random motion of particles (whether vibrations in solids or molecules in free motion in a gas). This energy is distributed among all the particles in a system through collisions and interactions at a distance. Thermal energy flows from an object that has a higher temperature to one that has a lower temperature. (S8P2c, d)

Conduction is the movement of heat through an object or from one object to another when they are touching. In conduction, thermal energy is transferred between atoms when they collide with each other. Thermal energy moves from warmer areas, those with higher energy, to cooler areas, those with less energy. This is why ice in a glass of water melts on a warm day. Warm air molecules collide with the molecules of the glass container and transfer thermal energy to them. The molecules in the container then pass the thermal energy between themselves by direct contact. Finally, the energy is transferred to the water and ice by the water molecules coming in contact with both. The thermal energy flows toward the ice and the energy turns the ice into water. (S8P2d)

Convection is the movement of heat through fluids and gases. In convection, thermal energy is transferred due to differences in density caused by temperature variations. When you heat a pot of soup, the liquid becomes warm through convection. As the liquid at the bottom of the pot becomes warmer, its density decreases. The increased thermal energy causes the molecules to move faster, which spaces them farther apart, increasing the volume and thus decreasing the density. The change in density causes the warm liquid to rise to the top of the soup and the colder liquid to sink. It is this motion of the warm and cold masses that is called convection. (S8P2d)

Heat can also move by means of **radiation**. Thermal radiation does not require any form of matter to move through, as conduction and convection require. Thermal radiation energy moves via electromagnetic waves. Because of this, thermal radiation moves very fast. (S8P2d)

Electric energy is the energy of electrons moving through a conductor. Electricity is the name for the motion of electrons along the path formed by a conductor. (S8P2c)

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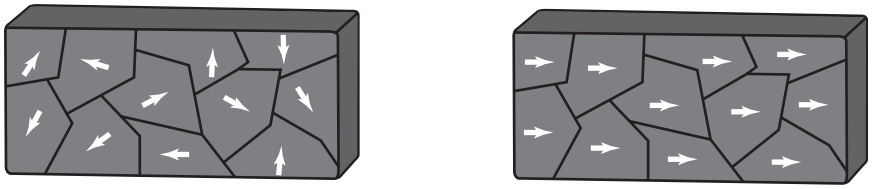
Magnetic energy is produced when magnetic fields are generated. (S8P2c)

Magnetic materials have what are known as magnetic domains—they are sort of like pieces of a big puzzle, as shown in the illustration of magnetized material below. The two poles of a magnet result when these magnetic domains align in such a way that they point in the same direction. If you cut a magnet in half, the domains of each half will still line up so that the two new magnets each have a north pole and a south pole. In an object that is not magnetized, the domains lie in many different directions (as shown in the illustration below) and mostly cancel each other out. (S8P5a, c)



Not Magnetized **Magnetized**

An **electromagnet** is created when a wire is coiled and an electric current flows through it. Generally, electromagnets have a metal core that helps to increase the strength of the electromagnet. Magnetic force is created by the movement of electrical charges through a wire. A magnetic field is created around the wire, and this magnetic field lines up the domains in the core, turning the core into a temporary magnet. When the electric current is turned off, the magnetic field quickly fades. An electromagnet can be made using a circuit with a battery, a switch, and wire wrapped around a nail. (S8P5c)

Important Tip

✍ When thinking of energy transforming from one form to another, remember that, in most cases, it is not a matter of one form of energy being transformed into only one other form of energy. When you rub your hands together, the kinetic energy of your hands is transformed by friction into heat energy. You can also hear your hands rubbing together, which is the result of the friction converting some of the kinetic energy into sound energy. (S8P2c)

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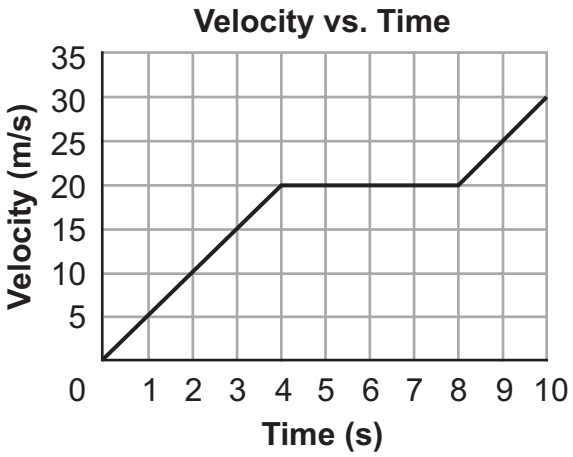
Sample Items 9–15

Item 9

Selected-Response

A physics student used radar to measure the velocity of a vehicle over a 10-second period. The student presented the data in the graph shown.



Go on to the next page to finish item 9.

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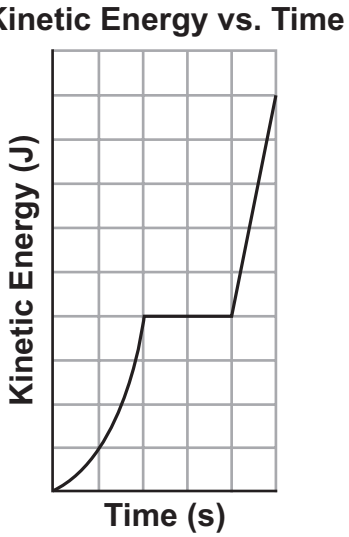
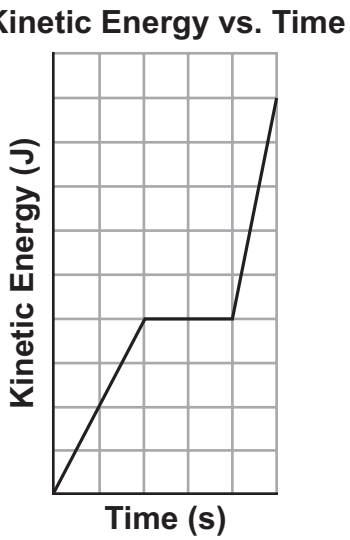
Item 9. *Continued*.

Which graph of the kinetic energy of the vehicle versus time corresponds to the velocity versus time graph?

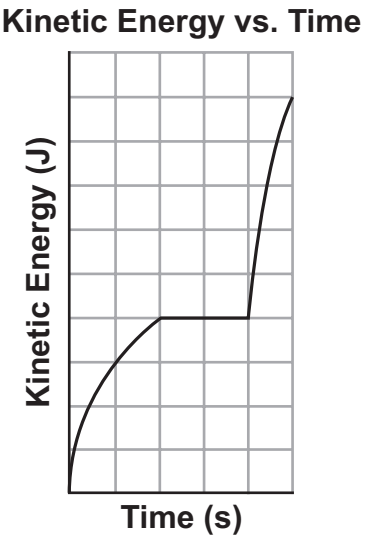
A.



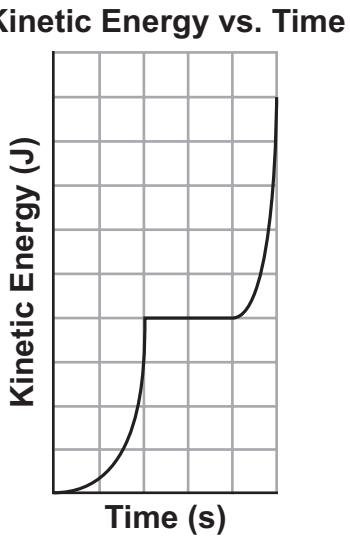
B.



C.



D.



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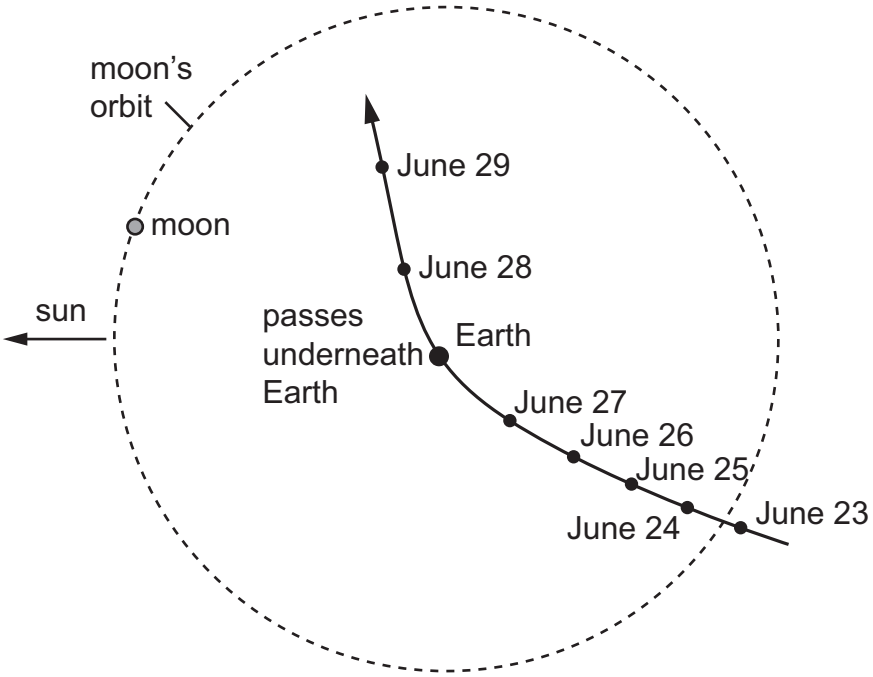
Item 10

Selected-Response

A space agency tracked the path of an asteroid named 2011 MD, which passed within 12,300 kilometers of Earth's surface. The path of the asteroid is projected onto the plane of the moon's orbit around Earth in the diagram.

Path of Asteroid 2011 MD



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Item 10. *Continued*.

Space scientists claimed that Earth's strong gravitational field was responsible for the path of asteroid 2011 MD. Which argument BEST supports this claim?

A. The velocity of the asteroid changed as evidenced by the changing direction of the asteroid.
B. The velocity of the asteroid changed as evidenced by the straight line path after it passes Earth.
C. The position of the asteroid bends slightly away from Earth as evidenced by the different locations relative to Earth.
D. The position of the asteroid bends slightly toward the sun as evidenced by the different locations relative to the sun.

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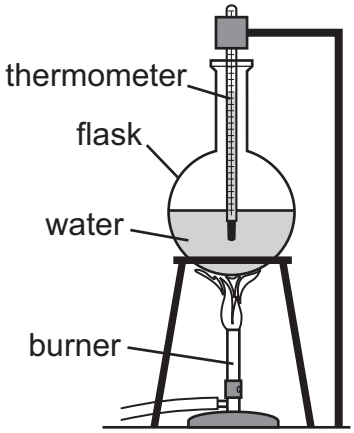
Item 11

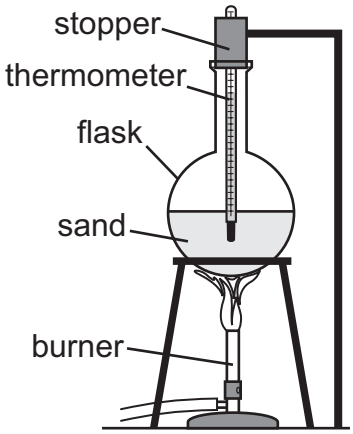
Selected-Response

A student is planning an investigation in which different modes of heat transfer will be used to heat a thermometer. The diagram shows the setup used to conduct the first part of the investigation.

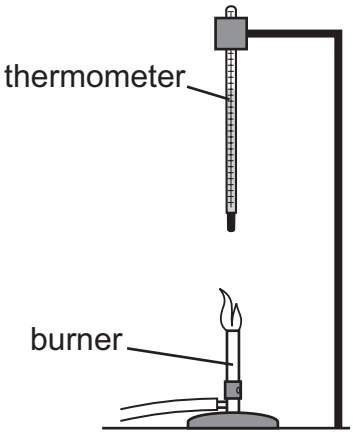


In this setup, the thermometer is being heated by conduction and convection. How should the student change the setup to heat the thermometer by using only radiation?

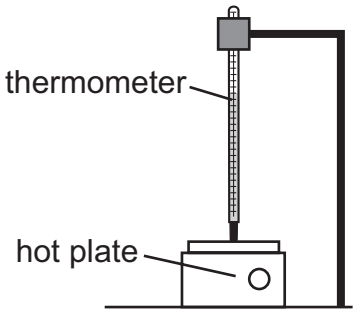
A.



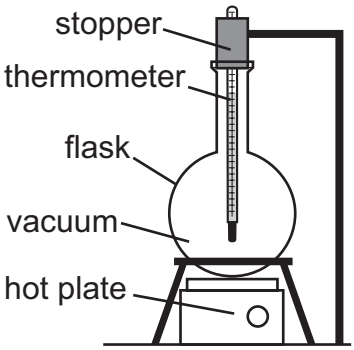
B.



C.



D.



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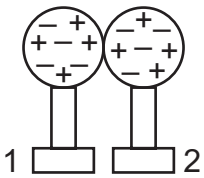
Item 12

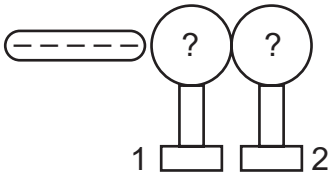
Selected-Response

A student is investigating how a negatively charged rubber rod affects how charges are distributed on two stainless steel spheres that are touching each other. A diagram that shows two steps of the investigation is shown.

Investigation of the Process of Induction



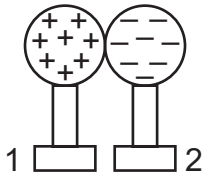
Step 1
Place two stainless steel spheres, both on hard rubber stands, in contact with each other.



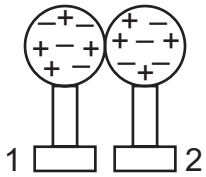
Step 2
Bring a negatively charged rubber rod near sphere 1.

Which diagram for step 2 correctly predicts the distribution of charges on the stainless steel spheres?

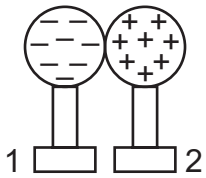
A.



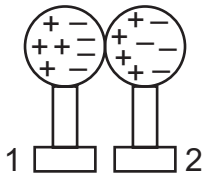
B.



C.



D.



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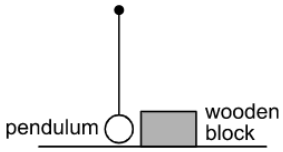
Item 13

Drop-Down Technology-Enhanced

A student wishes to use the pendulum and wooden block shown to investigate the relationship between kinetic energy and potential energy.



The boxes show two possible procedures the student can use in the investigation.

Procedure W

step 1. Release the pendulum from a measured height and allow it to swing down and collide with the wooden block at the bottom of the swing.
step 2. Allow the wooden block to come to rest, then measure the distance the block slid.
step 3. Repeat steps 1 and 2 using different starting heights for the pendulum. Compare the data for the different starting heights.

Procedure X

step 1. Pull the pendulum back and throw it downward, allowing it to swing down and collide with the wooden block at the bottom of the swing.
step 2. Allow the wooden block to come to rest, then measure the distance the block slid.
step 3. Repeat steps 1 and 2, throwing the pendulum with different amounts of force. Compare the data for the different throws.

Use the drop-down menus to explain the procedure that will BEST allow the student to complete measurements for the investigation.

Procedure [ ] should be used. In this procedure, the moving pendulum will demonstrate transforming [ ] energy.

Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

Procedure [ ] should be used. In this procedure, ng pendulum will demonstrat ming [ ] energy.

W
X

Procedure [ ] should be used. In this procedure, the moving pendulum will demonstrate transforming [ ] energy.

kinetic energy into potential
potential energy into kinetic

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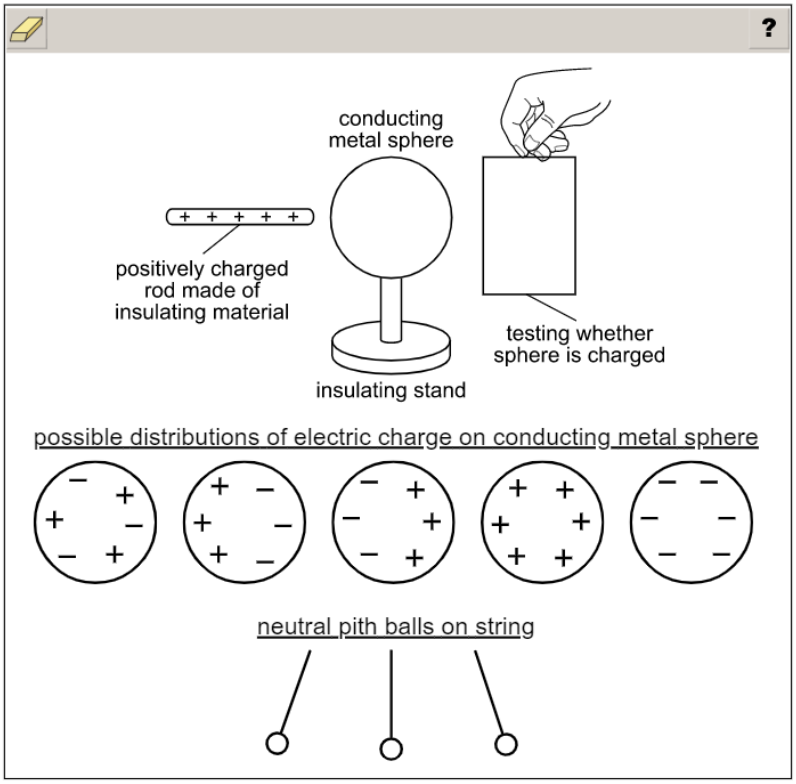
Item 14

Drag-and-Drop Technology-Enhanced

A student wants to investigate how to apply an electric charge to a conducting metal sphere by using an electrically charged rod made of insulating material. Pith is a light material that easily picks up an electrical charge. The student will then show that the charge remains on the sphere after the charged rod is removed by holding a neutral pith ball hanging from a string near the sphere and observing its behavior.

Move a circle showing the distribution of electric charge onto the conducting metal sphere to show how electric charge will be distributed on the metal sphere after the positively charged rod is touched to the sphere and then removed. Next, move the correct image of the pith ball hanging from a string into the box labeled "testing whether sphere is charged" to show how the pith ball and string will behave if the charge remains on the sphere.



Use a mouse, touchpad, or touchscreen to move a circle with the correct distribution of electric charge onto the conducting metal sphere picture and move a neutral pith ball on string picture into the "testing whether sphere is charged" box in the diagram.

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Item 15

Selected-Response

A student reads that a number of electrical devices utilize electromagnets. Some of these devices require strong magnetic fields. The student decides to investigate how to increase the strength of a basic electromagnet.

How can the student test whether the magnetic field produced by an electromagnet is increasing in strength?

A. A stronger magnet will require less wire for the coils.
B. A stronger magnet will have more widely spaced coils.
C. A stronger magnet will have a reduced measurable current.
D. A stronger magnet will attract a greater number of metallic items.

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Waves

In this section, you will acquire a conceptual understanding of the nature of sound and electromagnetic radiation. You will study how sound behaves in the presence of different obstacles and how light is manipulated by positioning mirrors and lenses in its path.

KEY CONCEPTS

Waves are constant fluctuations that travel through space (either in the vacuum of outer space or through matter), transferring energy. When you throw a rock in a puddle, the water forms waves that move outward from the place where the rock hit the water. Waves can move through solids, liquids, gases, and empty space (i.e., a vacuum, a volume containing no matter). (S8P4a)

Frequency is the number of vibrations a wave makes per a unit of time, commonly measured in Hertz, which is waves per second. If you counted the number of wave peaks that occurred in a minute after throwing a rock in a puddle, you could determine the frequency of that wave. (S8P4f)

Wavelength is the distance from one peak of a wave to the next peak of the wave. (S8P4f)

Amplitude is the property of a wave that describes half the distance between the height of the peak of the wave and the trough (the bottom) of the wave, or the maximum distance from the resting position. In a surf wave, the amplitude represents the amount of water displaced, which can be very large. (S8P4f)

Electromagnetic radiation is a form of energy that is produced by oscillating electric and magnetic disturbances, or by the movement of electrically charged particles traveling through a vacuum or matter. It is used to describe radio waves, microwaves, infrared radiation, visible light, ultraviolet radiation, X-rays, and gamma rays. The **electromagnetic spectrum** consists of all the different kinds of electromagnetic radiation. Radio waves have the smallest frequency and longest wavelength in the electromagnetic (EM) spectrum (the complete set of electromagnetic radiation) and therefore contain the least energy. Gamma rays have the largest frequency and shortest wavelength in the EM spectrum and therefore contain the most energy. (S8P4a)

Electromagnetic waves do not require a medium to move through. Electromagnetic waves transport energy that is stored in the electric and magnetic fields. (S8P4a)

Mechanical waves are caused by a disturbance or vibration that causes the molecules in matter to bump into each other and transfer the energy from one molecule to the next in a set direction. Mechanical waves require matter to provide a **medium** for the waves to move through, so mechanical waves cannot occur in the vacuum of space. (S8P4a, e)

Sound is a mechanical wave that can be heard as it moves through a medium, such as air, and temporarily displaces the particles of the medium, either by rarefaction (the particles temporarily move farther apart, creating lower pressure) or compression (the particles temporarily move closer together, creating higher pressure). When fireworks go off on the Fourth of July, you can hear the sound. With some of the larger fireworks, you can also feel the air as the pressure from the firework exploding pushes the air away from the firework. (S8P4d)

When people refer to **light**, they are usually referring to the visible light they can see. Light is not considered matter and has no mass. The behavior of light can be explained by the introduction of a massless particle called a photon or by studying the way that electromagnetic waves interact with matter. (S8P4d)

There are several processes that light can go through as it encounters matter. **Reflection** occurs when light bounces off a medium. When light is reflected, not all the light is reflected. **Refraction** occurs when light moves from one medium to a new medium and bends as the medium changes the speed of the

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light as it moves through the new medium. When you look through a glass of water and an object behind the glass appears to change shape, the light reflected by that object has been refracted by the glass. **Diffraction** occurs when light encounters an obstacle and slightly bends as it passes around the object. If you hold a CD and see the colors of the rainbow, this is the light being diffracted by the surface of the CD.

Absorption occurs when light strikes a surface and the energy of the photon is taken up by the matter. An object lying in the sun will warm up as the sunlight transforms into heat energy. (S8P4d)

When the human eye sees **colors**, it is seeing the parts of the spectrum of light that are reflected from an object. A blue object reflects the wavelengths of light that we see as blue. (S8P4d)

Important Tip

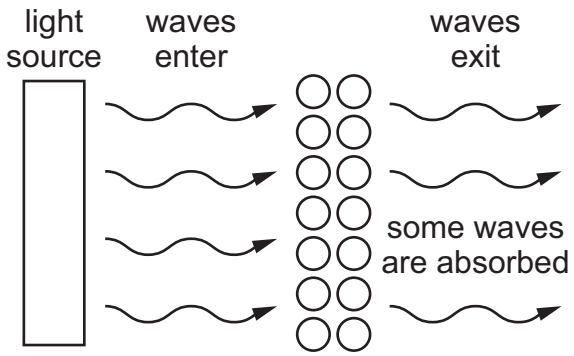
✍ The ways waves travel is known as wave propagation. As waves propagate, some of the energy is transferred. When light travels through a glass of water, it slows down and is refracted. Some of the energy that is lost from the wave—and that causes the light to slow down—is transferred into the water and glass as thermal energy. (S8P4b, d)

Sample Items 16–23

Item 16

Selected-Response

The model shows how light waves are transmitted through a transparent substance.



How would the model be different for a sound wave that is being transmitted through the same substance?

A. The wavy arrows representing sound waves would have a smaller wavelength.
B. The wavy arrows representing sound waves would go in the opposite direction.
C. The atoms in the model would move parallel to the direction of the incoming wave.
D. The atoms in the model would move perpendicular to the direction of the incoming wave.

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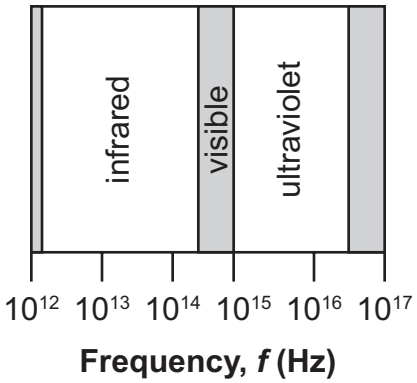
Item 17

Selected-Response

The diagram shows three types of electromagnetic radiation and their range of frequencies.

Portion of Electromagnetic Spectrum



Which explanation correctly uses the data in the diagram to show how infrared radiation and ultraviolet radiation are related in terms of energy?

A. Ultraviolet radiation has less energy than infrared radiation because energy is inversely proportional to frequency and the frequency of ultraviolet radiation is higher.

B. Ultraviolet radiation has more energy than infrared radiation because energy is inversely proportional to frequency and the frequency of ultraviolet radiation is lower.

C. Ultraviolet radiation has less energy than infrared radiation because energy is proportional to frequency and the frequency of ultraviolet radiation is lower.

D. Ultraviolet radiation has more energy than infrared radiation because energy is proportional to frequency and the frequency of ultraviolet radiation is higher.

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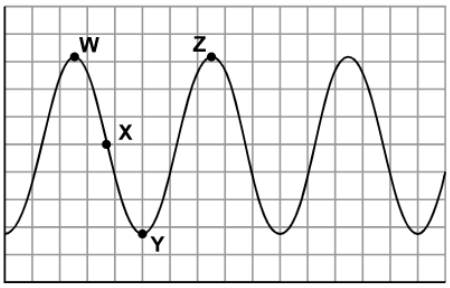
Item 18

Drop-Down Technology-Enhanced

A student drew the diagram shown to model an electromagnetic wave from the sun.

Model of Electromagnetic Wave from Sun



Scientists have shown that ultraviolet light from the sun that has a wavelength of 315 to 400 nanometers can damage the retina.

Use the drop-down menus to create the BEST question for the student to ask to determine whether the electromagnetic wave modeled will cause damage to the retina.

What is the [ ] distance between point [ ] on the model?

Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

What is the [ ] distance between point [ ] on the model?

vertical
horizontal

Y and point Z
X and point Y
W and point Z
W and point Y

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Item 19

Selected-Response

The densities of four different materials at the same temperature are shown in the table.

Densities of Four Materials

Material	Density (g/cm^3)
W	0.000178
X	0.00138
Y	1.00
Z	8.90

Based on the densities shown in the table, in which material will a light wave MOST LIKELY travel at the GREATEST speed?

A. Material W
B. Material X
C. Material Y
D. Material Z

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Item 20

Multi-Select Technology-Enhanced

A student questioned how the properties of different materials affect the speed of sound waves traveling through them. The student found the following data in a chemistry handbook for the speed of sound in gases, liquids, and solids.

Speed of Sound in Different Materials at Room Temperature

State	Material	Density (kg/m^3)	Speed of Sound (m/s)
gas	carbon dioxide	1.842	267
	helium	0.166	1,007
	methane	0.668	446
liquid	benzene	874	1,310
	ethanol	789	1,162
	water	1,000	1,497
solid	aluminum	2,700	6,420
	copper	8,790	5,010
	gold	19,290	3,240

The student analyzed the data to make predictions about the speed of sound on materials with various densities and states of matter. Which TWO predictions can be made based on the data shown in the table?

A. The speed of sound generally increases as it moves from gases to liquids to solids.
B. The speed of sound generally increases as it moves from liquids to gases to solids.
C. The speed of sound generally increases as it moves from solids to gases to liquids.
D. As the density of liquids and solids increases, the speed of sound generally increases.
E. As the density of gases and liquids increases, the speed of sound generally decreases.
F. As the density of solids and gases increases, the speed of sound generally decreases.

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Item 21

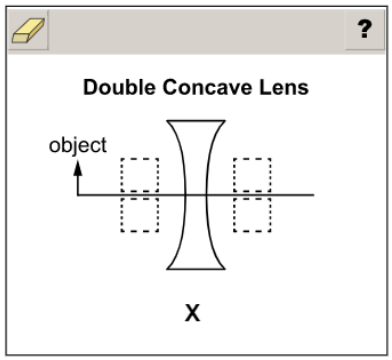
Drag-and-Drop Multi-Part Technology-Enhanced

Part A

A student is modeling the image that will be produced by a double concave lens as shown.

Part A

Move the X into the box that shows the location of the image that will be produced.



Use a mouse, touchpad, or touchscreen to move the X into the correct box. After the response is entered and the OK button is clicked, Part B will appear on the screen.

Go on to the next page to finish item 21.

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Item 21. *Continued*.

Part B

A student is modeling the image that will be produced by a double concave lens as shown.

Part B

Move the correct words into the table to describe the image.

Image from a Double Concave Lens

Characteristic	Description
real or virtual?	
upright or inverted?	
size compared to object?	

real	**upright**	**same size**
virtual	**inverted**	**larger size**
		smaller size

Use a mouse, touchpad, or touchscreen to move the correct words into the boxes in the table.

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Item 22

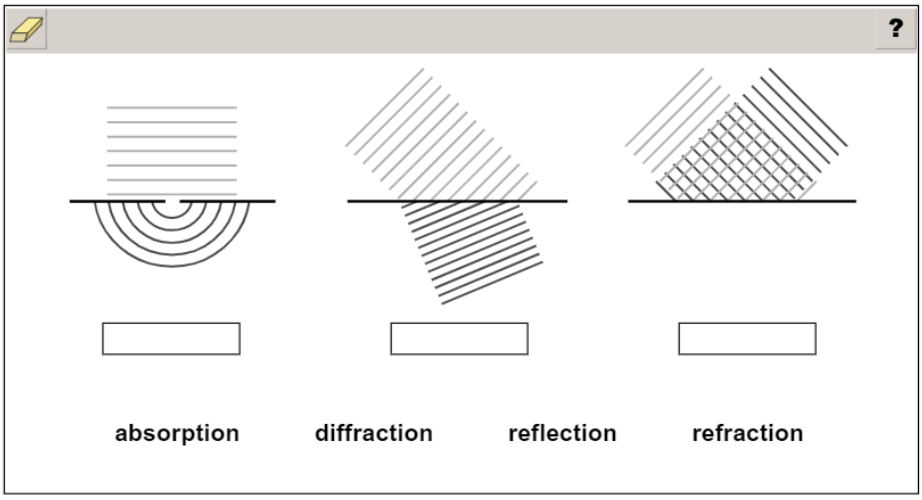
Drag-and-Drop Multi-Part Technology-Enhanced

Part A

A student is making models of incoming sound waves' interactions with a surface.

Part A

Move one interaction term into each box to correctly identify each model. Not all of the interaction terms will be used.



Use a mouse, touchpad, or touchscreen to move the correct words into the boxes. After the response is entered and the OK button is clicked, Part B will appear on the screen.

Go on to the next page to finish item 22.

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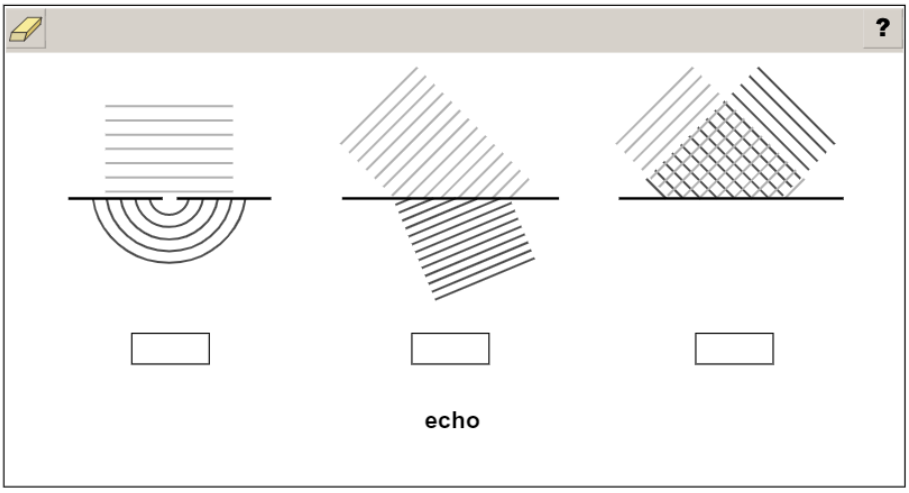
Item 22. *Continued*.

Part B

A student is making models of incoming sound waves' interactions with a surface.

Part B

Move the word "echo" into the box under the interaction that shows an echo.



Use a mouse, touchpad, or touchscreen to move the word "echo" into the correct box.

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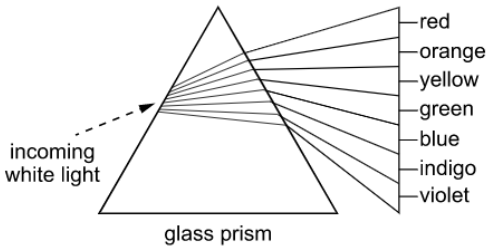
Item 23

Drop-Down Multi-Part Technology-Enhanced

The diagram is a model of a narrow beam of white light encountering a prism.

White Light Encountering a Prism



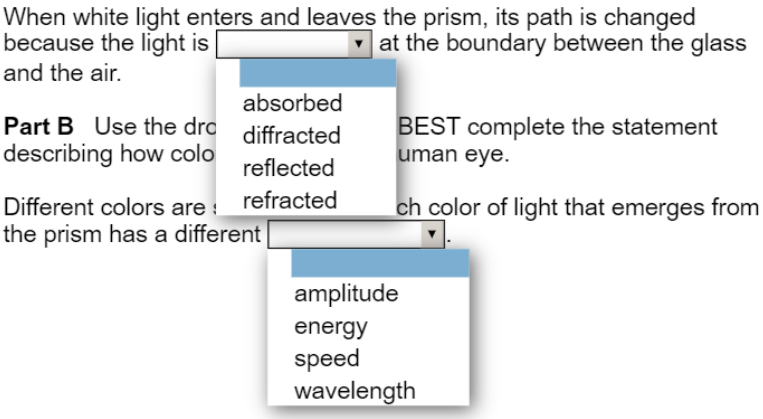
Part A Use the drop-down menu to BEST complete the statement about how light interacts with the prism.

When white light enters and leaves the prism, its path is changed because the light is [ ] at the boundary between the glass and the air.

Part B Use the drop-down menu to BEST complete the statement describing how color is seen by the human eye.

Different colors are seen because each color of light that emerges from the prism has a different [ ].

Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear showing you all the possible options for that blank. Each drop-down menu with its options is shown below.



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Motion and Force

In this section, you will focus on acquiring a conceptual understanding of energy conservation; heat transfer processes; and the relationships between force, mass, and acceleration. Throughout this section, you will be expected to analyze scientific data by collecting, using, interpreting, and comparing experimental results.

KEY CONCEPTS

Displacement is the length and direction of a straight line between two locations, or positions. Since displacement considers only the length and direction of a straight line, it doesn't depend on the actual path of a moving object. If Town A is 10 miles east of Town B, the displacement of Town A is 10 miles east relative to Town B. For a moving object, displacement can be defined as the change between the initial and final position of the object. (S8P3a)

Distance is a measure of the length of a path that a moving object travels. If the only road between the two towns has to wind through hills, the distance traveled between the two towns is longer than 10 miles, even though the displacement between the two towns is 10 miles east. (S8P3a)

Velocity is a quantity that measures the rate at which the position of an object changes in time. Velocity always describes a distance and a direction. Since velocity has direction, one way to show this numerically is to assume that travelling in a certain direction is symbolized with positive numbers while traveling opposite that direction is shown using negative numbers. (S8P3a)

Speed measures the rate at which an object moves along a path. Unlike velocity, speed is not considered to have a direction. (S8P3a)

Acceleration is a quantity that measures the rate at which an object changes its velocity. People often talk about an object decelerating when the object slows down. An object that slows down is actually experiencing a negative acceleration. This means the rate of change is a negative value. An object can have a velocity but not acceleration if it is moving at a constant velocity. For example, a car takes one hour to make a trip of 80 kilometers on a straight road pointing due east. In the middle of the trip, the car accelerated to 100 kilometers per hour (kph) and operated at that speed for 10 minutes and then accelerated to 60 kph and operated at that speed for 10 minutes. After the first acceleration the speed of the car was 100 kph, and during that time, the velocity of the car was 100 kph eastward. After the second acceleration the speed of the car was 60 kph and the velocity of the car during that time was 60 kph eastward. Finally, the car accelerated again back to 80 kph. The average velocity of the car over the whole trip was 80 kph eastward, and the average speed was 80 kph. (S8P3a)

A **force** is a push or pull on an object. Force can be the result of contact, such as when you push a book across your desk. Forces between objects that are not in contact with each other can be explained by the presence of force fields, like the magnetic field and the gravitational field. When one magnet repels another magnet, there is a push force that acts on the magnets even though the magnets are not in contact. (S8P3b)

When two or more forces act on an object but the object's velocity does not change, the object is being acted on by **balanced forces**. A book on your desk that is not moving is said to be **stationary**. The book is said to be at **rest** in relation to the desk. Gravity is acting to pull the book down. The desk pushes up against the book, and the book is at rest in relation to the desk. (S8P3b)

An accelerating object is being acted on by **unbalanced forces**. When you push your book across your desk, you are applying force to one side of the book. The force of friction acts on the book in the opposite direction that the book is moving, reducing the speed at which the book moves. Because the book still begins to move in the direction you are pushing it, these forces are unbalanced. (S8P3b)

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Friction is the force that resists motion between two surfaces. (S8P3b)

Inertia is the resistance to any change in the state of motion of any physical object. All matter has inertia, and the inertia of matter does not change until the matter is acted on by unbalanced forces that cause a change in motion. (S8P3b)

Gravity is the force of attraction that exists between any two or more masses. Gravity can refer to the force that Earth exerts on everything. (S8P3b, S8P5a)

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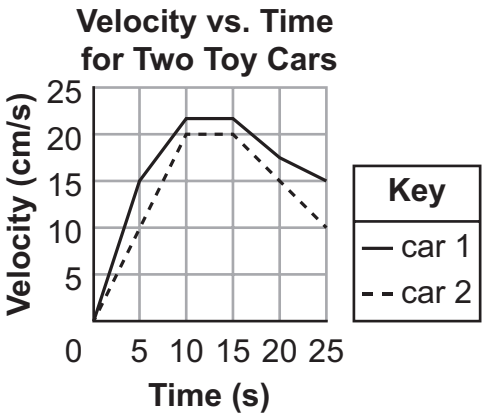
Sample Items 24–28

Item 24

Selected-Response

Two toy cars move in the same direction with velocities that are shown in the graph.



Based on the information in the graph, which statement describes the motion of the two toy cars?

A. Car 1 is traveling faster than car 2.
B. Car 2 is traveling farther than car 1.
C. Car 1 has constant velocity between 0 and 10 seconds.
D. Car 2 is changing direction between 10 and 15 seconds.

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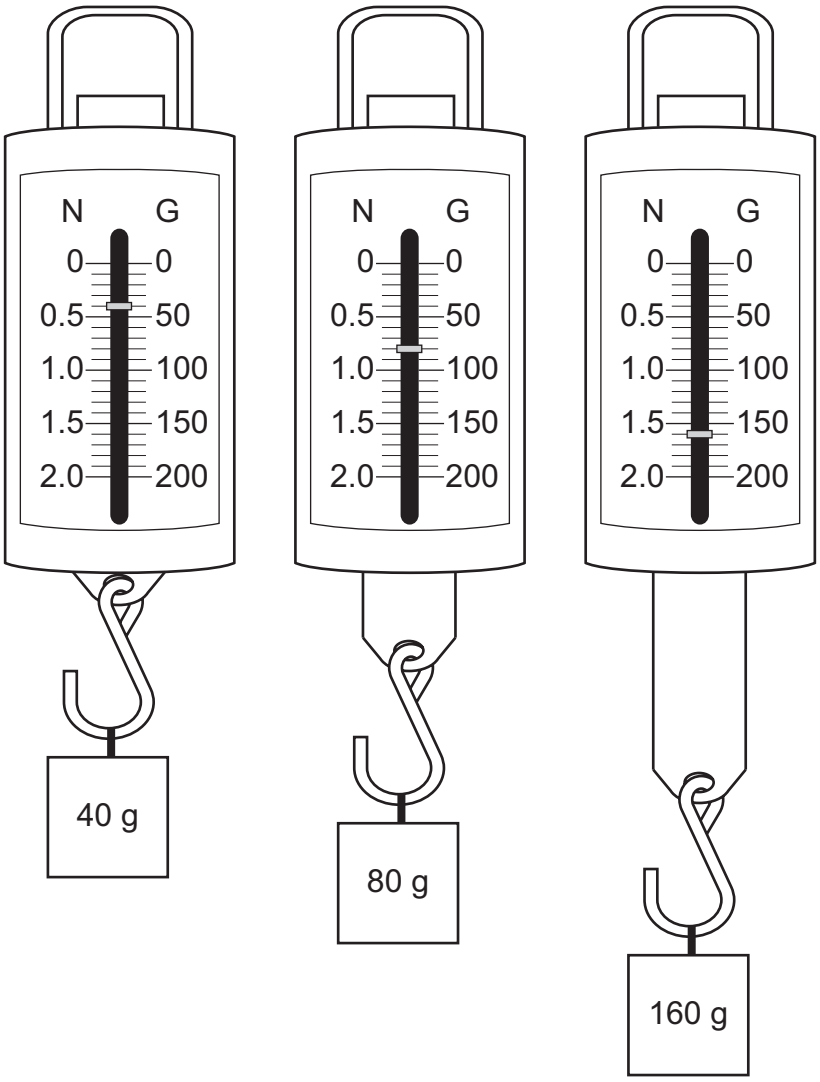
Item 25

Selected-Response

A lab group is investigating how Earth's gravitational acceleration affects the force exerted on toy blocks of different masses. The diagram shows the results of their investigation.

Force vs. Mass Investigation



The group claims that the amount of force needed to accelerate a toy block is directly proportional to its inertia.

Go on to the next page to finish item 25.

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Item 25. *Continued*.

Which explanation presents the BEST argument for whether the group's claim is true?

A. The claim is false because every time the mass of the metal cube is increased, the pointer on the spring scale moves downward.

B. The claim is true because every time the mass of the metal cube is doubled, the gravitational force doubles.

C. The claim is false because every time the volume of the metal cube is increased, the pointer on the spring scale moves downward.

D. The claim is true because every time the volume of the metal cube is doubled, the gravitational force doubles.

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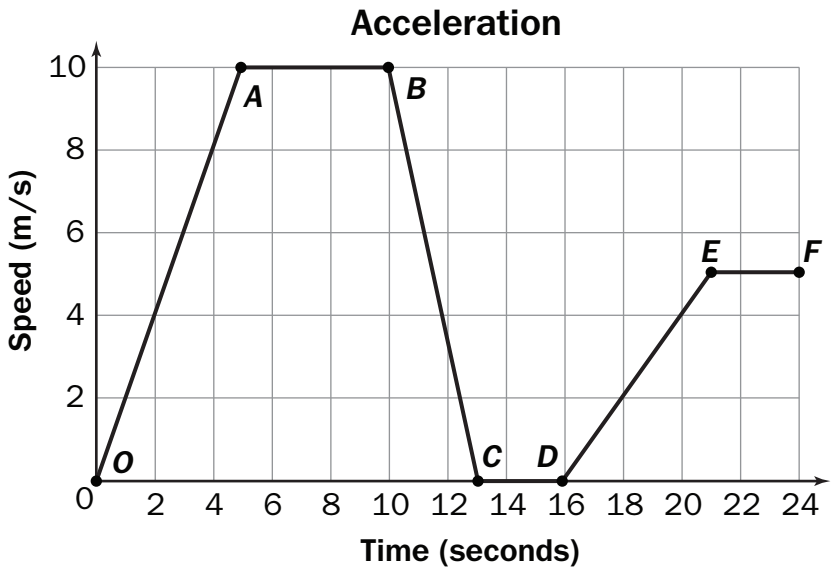
Item 26

Selected-Response

Students are exploring the relationship between velocity and acceleration. This graph shows the acceleration of a remote-controlled toy car.



Which statement is TRUE based on the graph?

A. Segment *BC* and segment *EF* show constant speed.
B. Segment *OA* and segment *BC* show constant speed.
C. Segment *AB* and segment *CD* show positive acceleration.
D. Segment *OA* and segment *DE* show positive acceleration.

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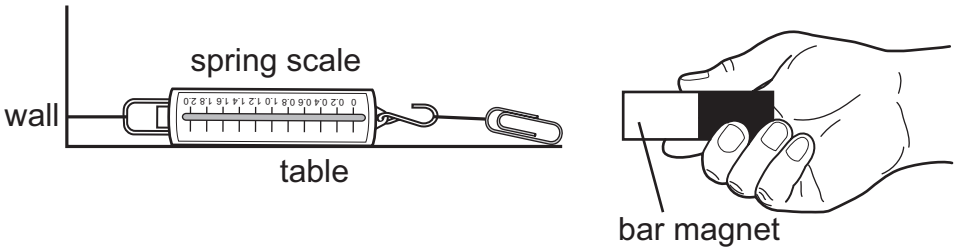
Item 27

Multi-Select Technology-Enhanced

A magnet is moved toward a paper clip, as shown in the drawing. Students want to investigate how the strength of the force between the paper clip and a magnet changes under different conditions.



Which TWO factors should the students vary to BEST investigate the strength of the force between the paper clip and a magnet?

A. Attach the spring scale to the table.
B. Move the magnet farther away from the paper clip.
C. Replace the bar magnet with a horseshoe magnet.
D. Replace the spring scale with a larger spring scale.
E. Increase the length of the string attaching the spring scale to the wall.
F. Increase the length of the string attaching the spring scale to the paper clip.

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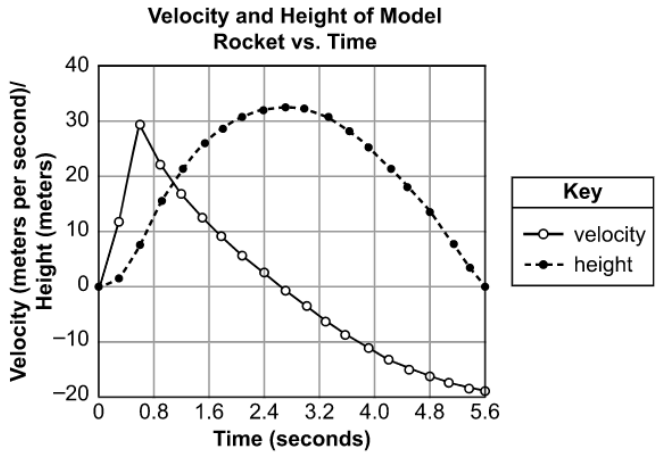
Item 28

Drag-and-Drop Technology-Enhanced

A hobbyist launched a flying model rocket and recorded the motion data shown in the graph. The model rocket is launched at time 0 and lands back on the ground after 5.6 seconds.



Move the words describing the direction of the rocket's acceleration and motion during the flight into the correct boxes in the table. Each word will be used more than once.

Time (s)	Acceleration	Motion
0.0–0.6		
0.6–2.7		
2.7–5.6		

upward downward

Use a mouse, touchpad, or touchscreen to move the correct words into the boxes in the table.

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SCIENCE ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	S8P3a	2	D	The correct answer is choice (D) The runner starts slower and speeds up, reaching a maximum speed between 50 and 70 m, and then slows down during the final 30 m. Choice (A) is incorrect because the runner's speed is not constant during the first 80 m because the slope is not the same, and the minimum speed occurs during the first 10 m. Choice (B) is incorrect because the runner's speed is not constant between 20 and 80 m because the slope is not the same, and the runner is slowing down during the final 20 m. Choice (C) is incorrect because the runner actually speeds up during the first 70 m, reaching a maximum constant speed between 50 and 70 m, and then slows down during the last 30 m.
2	S8P3b	3	N/A	See scoring rubric and exemplar response on page 221.
3	S8P3a	3	D	The correct answer is choice (D) The direction of the velocity is upward for the first second and then downward for the last second, and the acceleration remains constant for the entire period. Because the velocity is positive between time 0 and 1 second the shot is traveling upward during this time period. Because the velocity is negative between 1 second and 2 seconds, the shot is traveling downwards during this time period. Choice (A) is incorrect because the velocity of the shot is actually negative for the last second so the direction of the velocity is downward for that period. Choice (B) is incorrect because the velocity of the shot is positive for the first second so the direction is upward. The slope is constant, so the acceleration is constant. Choice (C) is incorrect because although the line drops down to the right and the slope is negative, the change in the slope is constant, so the acceleration is constant.
4	S8P1c	2	B	The correct answer is choice (B) **investigation:** Add a small amount of solid to a liquid in a beaker. **observation:** The solid dissolves into the liquid. This is correct because the investigation tests the solubility of the solid substance, and solubility is a physical property. Choices (A), (C) and (D) are incorrect because reactivity is a chemical property.
5	S8P1a	2	N/A	See scoring rubric and exemplar response on page 222.

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Item	Standard/ Element	DOK Level	Correct Answer	Explanation
6	S8P1b	3	D, D	The correct answer for Part A is choice (D) Decrease the velocities of the particles, and decrease the space between the particles. Choice (A) is incorrect because it would increase the temperature and not produce a solid. Choice (B) is incorrect because it would increase the temperature and density but would not produce a solid. Choice (C) is incorrect because the space between the particles would decrease. The correct answer for Part B is choice (D) Increase the velocities of the particles, but maintain the same space between the particles. Choices (A) and (B) are incorrect because they would show a change of state to a plasma. Choice (C) is incorrect because would show a lower temperature.
7	S8P1c	3	C, A	The correct answer for Part A is choice (C) 1. Use a ruler to measure the length of one side of the sample. 2. Record this value to the nearest millimeter. 3. Cube the value in step 2. 4. Place the cubed sample on the digital balance. 5. Record this value to the nearest tenth of a gram. 6. Divide the value in step 5 by the value in step 3. This choice is correct because this process allows the student to measure the density of the block of salt, which is a physical property. Choices (A) and (B) are incorrect because this is testing a chemical property. Choice (D) is incorrect because the time it takes the sample to increase in temperature is not a physical property. The correct answer for Part B is choice (A) The physical property being tested is density; the procedure selected measures the mass and the volume of the sample. Choice (B) is incorrect because reactivity is a chemical property. Choice (C) is incorrect because none of the options in Part A actually tests the melting point of a sample. Choice (D) is incorrect because combustibility is a chemical property.
8	S8P1a	3	N/A	See scoring rubric and exemplar response beginning on page 224.

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Item	Standard/ Element	DOK Level	Correct Answer	Explanation
9	S8P2a	3	D	The correct answer is choice (D). Choice D is correct because the graph shows the kinetic energy increasing as the square of the velocity during the two time periods when the object is increasing in speed. Choice (A) is incorrect because the last section is linear rather than proportional to the square of the velocity. Choice (B) is incorrect because the relationship to the velocity is linear between these values instead of proportional to the square of the velocity. Choice (C) is incorrect because the curvature of the line indicates that the vehicle's kinetic energy increases less as its velocity continues to linearly increase.
10	S8P5a	3	A	The correct answer is choice (A) The velocity of the asteroid changed as evidenced by the changing direction of the asteroid. Choice (B) is incorrect because a straight line path does not necessarily indicate a change in velocity and not enough points are shown for this latter stage of the asteroid's path to make that determination. Choice (C) is incorrect because the path of the asteroid bends toward Earth, not away from it. Choice (D) is incorrect because the asteroid's positions indicate that the asteroid is not bending toward the sun.
11	S8P2d	2	D	The correct answer is choice (D). Choice (D) shows the thermometer surrounded by a vacuum; therefore, conduction and convection cannot transfer thermal energy to the thermometer since they require the movement of energy through matter. Radiation, however, can transfer through a vacuum. Choice (A) is incorrect because this would eliminate heat transfer by convection, which does not occur in solids or masses of granular solids like sand, but not conduction and would not add radiation. Choice (B) is incorrect because convection is still occurring to transfer thermal energy from the flame to the thermometer and conduction still occurs to transfer thermal energy from the air to the thermometer itself. Choice (C) is incorrect because a hot plate touching the thermometer would heat the thermometer by conduction.

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Item	Standard/ Element	DOK Level	Correct Answer	Explanation
12	S8P5b	2	A	The correct answer is choice (A). Choice (A) is correct because the negatively charged rod will repel negative charges from the nearer (left) sphere, so that they will flow into the more distant sphere. Similarly, positive charges in the more distant (right) sphere will be attracted to the negatively charged rod, so will flow into the left sphere. Choice (B) is incorrect because the charges on the two spheres don't simply mix to form a uniform distribution of charges on both spheres, but rather the positive charges should accumulate on the left sphere and negative charges on the right sphere. Choice (C) is incorrect because the negatively charged rod attracts opposite charges, not like charges, thus the positive charges should accumulate on the left sphere and negative charges on the right sphere. Choice (D) is incorrect because this would be the distribution of charges if the two spheres were located close together but not touching when the negatively charged rod is brought near the left sphere.
13	S8P2b	2	N/A	See scoring rubric and exemplar response on page 226.
14	S8P5b	3	N/A	See scoring rubric and exemplar response on page 227.
15	S8P5c	1	D	The correct answer is choice (D) A stronger magnet will attract a greater number of metallic items. Choices (A), (B), and (C) are incorrect because none of these changes are tests of increasing the strength of an electromagnet. In addition, choices (A), (B), and (C) would all reduce the strength of an electromagnet.
16	S8P4d	2	C	The correct answer is choice (C) The atoms in the model would move parallel to the direction of the incoming wave. Choice (A) is incorrect because sound would not change in wavelength when transmitted. Choice (B) is incorrect because this would show reflection. Choice (D) is incorrect because atoms do not move perpendicular to the direction of sound waves, as sound waves are longitudinal.

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Item	Standard/ Element	DOK Level	Correct Answer	Explanation
17	S8P4b	2	D	The correct answer is choice (D) Ultraviolet radiation has more energy than infrared radiation because energy is proportional to frequency and the frequency of ultraviolet radiation is higher. Choice (A) is incorrect because the energy is inversely proportional to the wavelength of the radiation, not the frequency, so the ultraviolet radiation should have more energy than infrared radiation. Choice (B) is incorrect because the energy is inversely proportional to the wavelength of the radiation, not the frequency, and the frequency of ultraviolet radiation is higher, not lower. Choice (C) is incorrect because the frequency of ultraviolet radiation is higher, not lower; thus it should have more energy, not less energy, than infrared radiation.
18	S8P4b	2	N/A	See scoring rubric and exemplar response on page 228.
19	S8P4e	1	D	The correct answer is choice (D) Material Z. This is the correct choice because according to the table Material Z has the greatest density and the density is very high indicating that the material is most likely a solid. The speed of sound is typically highest in solid materials. The other options are incorrect because they have densities typical of gases in choices (A) and (B) or water in choice (C).
20	S8P4e	3	A, F	The correct answers are choice (A) The speed of sound generally increases as it moves from gases to liquids to solids, and choice (F) As the density of solids and gases increases, the speed of sound generally decreases. Choice (B) is incorrect because the general trend is increasing speed from gases to liquids. Choice (C) is incorrect because the speed of sound generally increases as it moves from gases to liquids to solids, not solids to gases to liquids. Choice (D) is incorrect because this statement is true of gases, but not solids. Choice (E) is incorrect because this statement is true of gases, but not liquids.
21	S8P4g	3	N/A	See scoring rubric and exemplar response beginning on page 230.
22	S8P4d	2	N/A	See scoring rubric and exemplar response beginning on page 232.
23	S8P4d	2	N/A	See scoring rubric and exemplar response on page 234.

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Item	Standard/ Element	DOK Level	Correct Answer	Explanation
24	S8P3a	2	A	The correct answer is choice (A) Car 1 is traveling faster than car 2 since car 1 has a larger velocity than car 2 during the same 25 seconds. Choice (B) is incorrect because car 1 travels farther than car 2. Choice (C) is incorrect because car 1 is moving at a constant acceleration during this time. Choice (D) is incorrect because the graph shows only that the velocity changed in magnitude but not in direction.
25	S8P3c	2	B	The correct answer is choice (B) The claim is true because every time the mass of the metal cube is doubled, the gravitational force doubles. Choice (A) is incorrect because the claim is true. Choice (C) is incorrect because the claim is true and inertia depends on mass, not volume. Choice (D) is incorrect because the mass of the metal cube is a better representation of the inertia than the volume which is not represented quantitatively in the investigation to determine a proportionality with gravitational force.
26	S8P3a	2	D	The correct answer is choice (D) Segment *OA* and segment *DE* show positive acceleration. Choice (A) is incorrect because segment *BC* shows negative acceleration and segment *EF* shows constant speed. Choice (B) is incorrect because segment *OA* shows positive acceleration and segment *BC* shows negative acceleration, not constant speed. Choice (C) is incorrect because segment *AB* shows constant speed as shown by the straight line. Segment *CD* shows speed of zero.
27	S8P5c	3	B, C	The correct answers are choice (B) Move the magnet farther away from the paper clip, and choice (C) Replace the bar magnet with a horseshoe magnet. Each of these changes a characteristic/factor that influences the strength of the magnetic force. Choice (A) is incorrect because changing where the scale is attached does not test the strength of the magnetic force. Choice (D) is incorrect because the size of the scale does not test the strength of the magnetic force. Choice (E) is incorrect because the length of the string attached to the wall does not test the strength of the magnetic force. Choice (F) is incorrect because the length of the string attached to the paper clip does not test the strength of the magnetic force.
28	S8P3a	3	N/A	See scoring rubric and exemplar response on page 235.

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SCIENCE EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 2

Scoring Rubric

Points	Description
1	The student correctly selects all three drop-down menu options.
0	The student does not correctly select all three drop-down menu options.

Exemplar Response

The correct response is shown below.

The skier's speed increases going down the hill because forces [F_3 and F_4] are [unbalanced] and acting [in the same direction as] the direction of the velocity, which causes the speed to change.

"F_3 and F_4" is the correct response for the first menu because the F_1 and F_2 forces are equal, and therefore are balanced, so these two forces will have no net effect. "Unbalanced" is the correct response for the second drop-down menu because balanced forces do not result in a change in speed. "In the same direction as" is the correct response for the third drop-down menu because again, the F_3 and F_4 forces are the forces that will affect the velocity down the hill.

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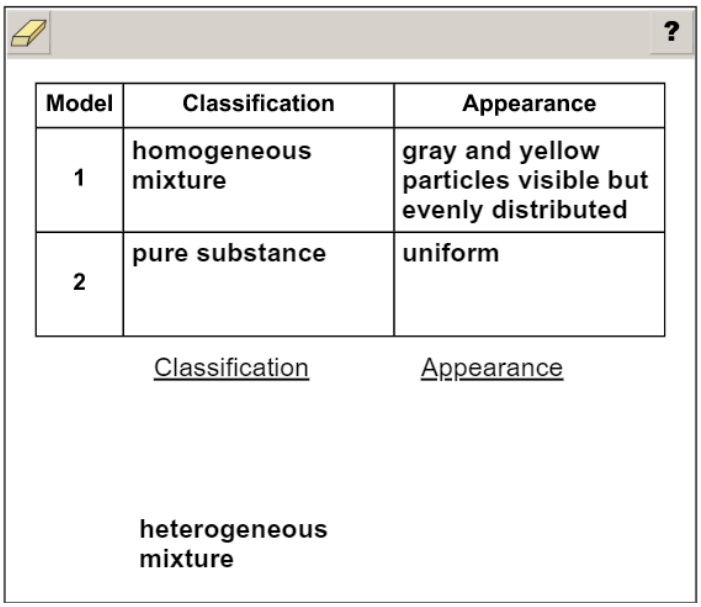
Item 5

Scoring Rubric

Points	Description
1	The student correctly fills in all four boxes.
0	The student does not correctly fill in all four boxes.

Exemplar Response

The correct response is shown below.



Model	Classification	Appearance
1	homogeneous mixture	gray and yellow particles visible but evenly distributed
2	pure substance	uniform

Classification Appearance

heterogeneous mixture

This is the correct response because Model 1 shows a homogeneous mixture where the particles are evenly distributed and retain their identity, so their different colors show. Model 2 is a pure substance because the pictures indicate the particles are combined to form a compound. A pure substance will have a uniform appearance.

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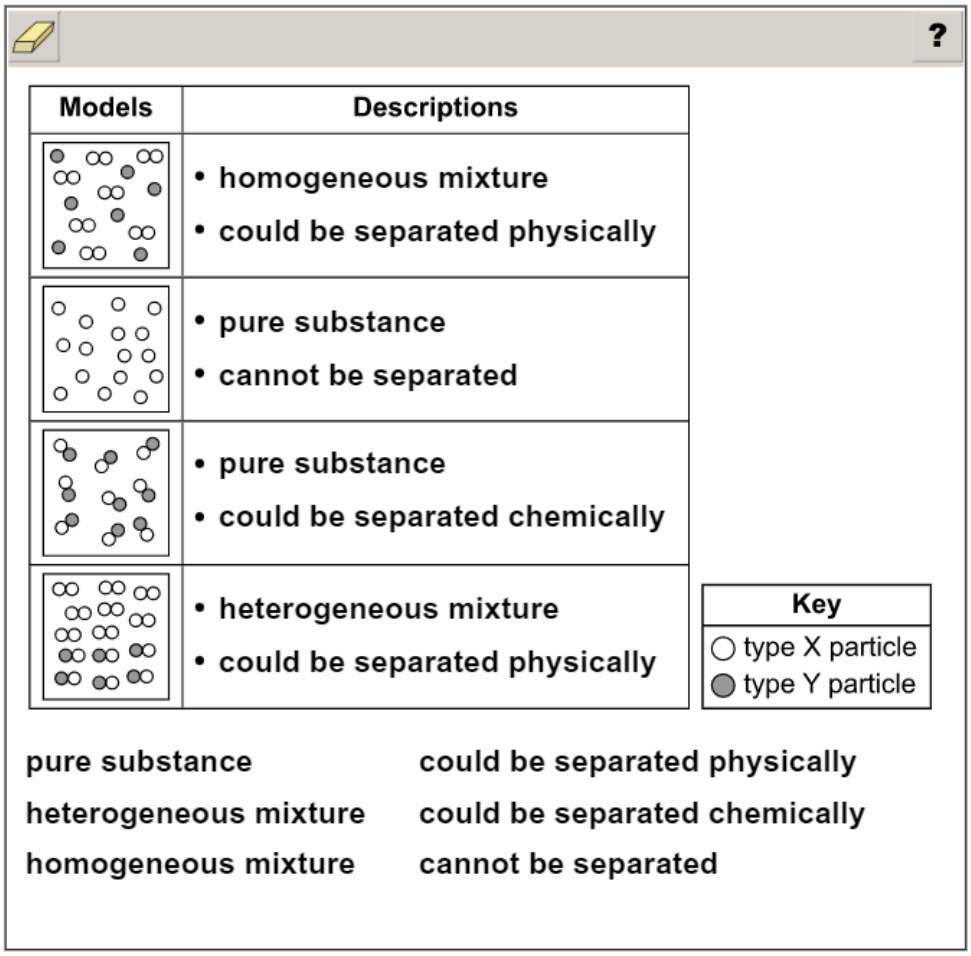
Item 8

Scoring Rubric

Points	Description
2	The student correctly fills in all four boxes (order within each box does not matter).
1	The student correctly fills in two or three boxes (order within each box does not matter).
0	The student does not correctly fill in at least two boxes.

Exemplar Response

The correct response is shown below.



This is a correct response because the first model, at the top, is a homogenous mixture. The two different types of particles in the mixture are distributed equally. Homogeneous mixtures can be separated by physical processes. NOTE: The order in which descriptions are placed within any box does not matter as long as correct descriptions are assigned in each box.

Go on to the next page to finish item 8.

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Item 8

The second model is also correctly described. It contains only one kind of particle, which is a pure substance, and the particles are a single type of atom so must be an element, which cannot be separated.

The third model is also correctly described. It contains two types of particles, which are all attached to each other, so these form a compound. Compounds are pure substances because all the particles of the compound are the same, and cannot be separated physically but can be separated by chemical processes.

The fourth model is also correctly described. The type X and type Y particles are combined either together (two type X) or with each other (one type X and one type Y). While these particles are together in the box, they are separated from each other, so this is a heterogeneous mixture. Heterogeneous mixtures can be separated by physical processes.

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Item 13

Scoring Rubric

Points	Description
1	The student correctly selects both drop-down menu options.
0	The student does not correctly select both drop-down menu options.

Exemplar Response

The correct response is shown below.

Procedure [W ▾] should be used. In this procedure, the moving pendulum will demonstrate transforming [potential energy into kinetic ▾] energy.

"W" is the correct response for the first drop-down menu because this is a fair test that does not risk varying starting forces. "Potential energy into kinetic" (energy) is the correct response for the second drop-down menu because raising a weight such as a pendulum to a height gives it potential energy, which is then transformed into kinetic energy as the pendulum falls. Pushing a pendulum would just give it kinetic energy to start with, which would not demonstrate a relationship between potential and kinetic energy.

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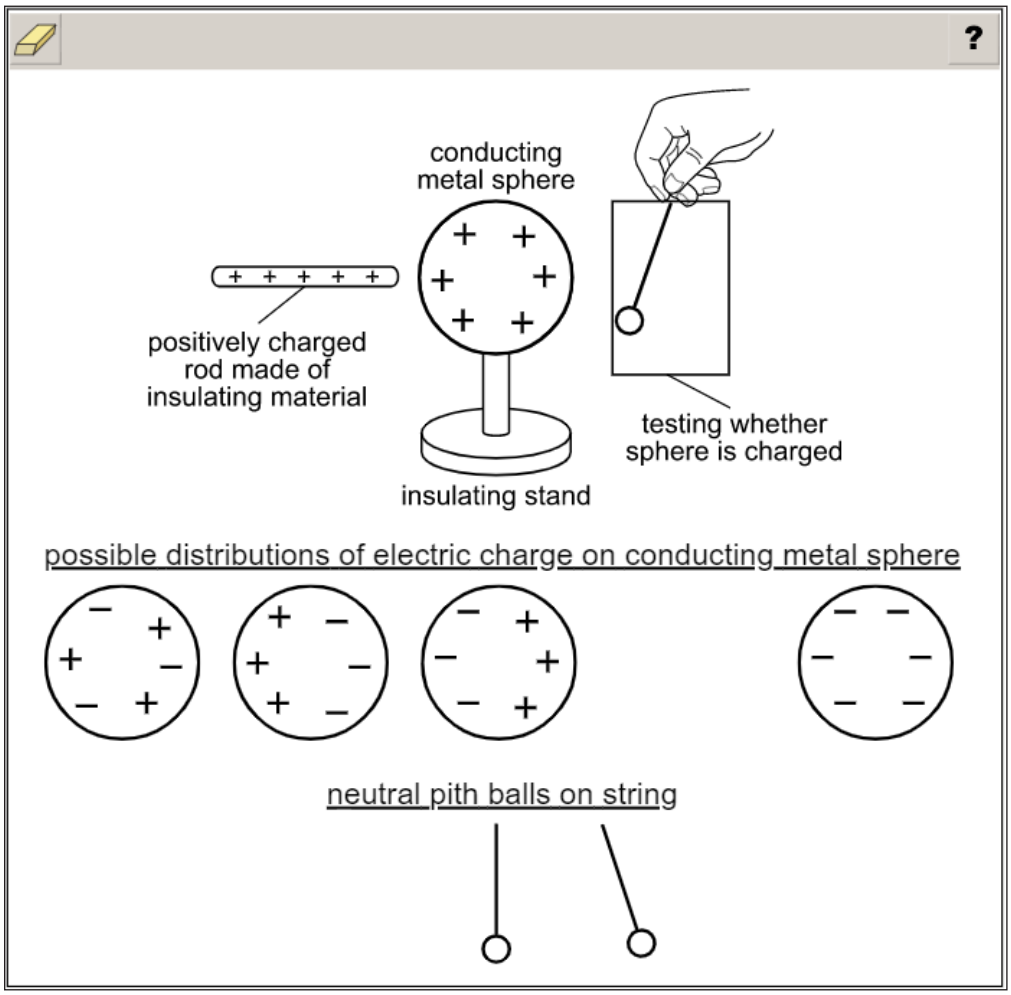
Item 14

Scoring Rubric

Points	Description
2	The student fills in the correct charge distribution and the correct neutral pith ball picture.
1	The student fills in the correct charge distribution OR the correct neutral pith ball picture.
0	The student fills in neither the correct charge distribution nor the correct neutral pith ball picture.

Exemplar Response

The correct response is shown below.



This is the correct response because touching the positively charged rod to the conducting metal sphere will transfer some of the positive charge to the sphere. In addition, because the sphere is conducting, the positive charge will remain on the sphere and become evenly distributed on the surface of the sphere. The other options are wrong because they show either no net charge on the sphere, charges that accumulate on one side or the other side of the sphere instead of being distributed evenly, or the sphere having an evenly distributed negative charge. The neutral pith ball will be attracted to the charged sphere and move toward the sphere (regardless of whether the sphere is positively or negatively charged).

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Item 18

Scoring Rubric

Points	Description
1	The student correctly selects both drop-down menu options.
0	The student does not correctly select both drop-down menu options.

Exemplar Response

The correct response is shown below.

What is the [horizontal ▾] distance between point [W and point Z ▾] on the model?

"Horizontal" is the correct response for the first drop-down menu because the wavelength is the horizontal distance between the same relative locations on two successive wave oscillations. "W and point Z" is the correct response for the second drop-down menu because these are the same relative locations, the peaks on two successive wave oscillations.

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Item 21

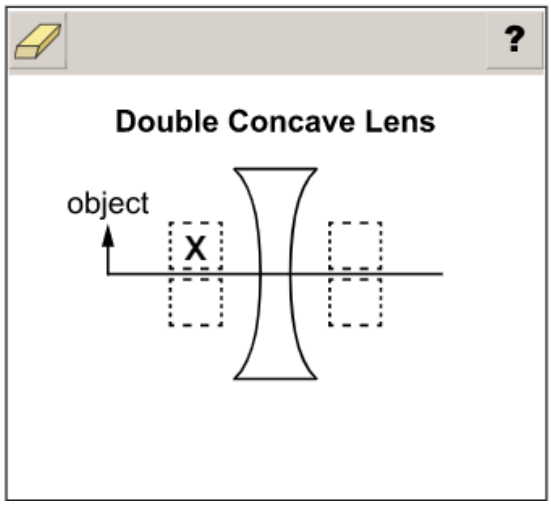
Scoring Rubric

Points	Description
2	The student correctly answers both Part A and Part B.
1	The student correctly answers either Part A OR Part B.
0	The student does not correctly answer either part.

Exemplar Response

Part A

The correct response is shown below.



This is the correct response because the image formed by a double concave lens will be on the same side of the lens as the object and will be on the same side relative to a line through the center of the lens.

Go on to the next page to finish item 21.

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Item 21

Part B

The correct response is shown below.

Image from a Double Concave Lens

Characteristic	Description
real or virtual?	**virtual**
upright or inverted?	**upright**
size compared to object?	**smaller size**

real **same size**

inverted **larger size**

This is the correct response because double concave lenses will always produce an upright image at a smaller size than the object. In addition, because the image is on the same side of the lens as the object, the image will be virtual, instead of real.

Part B must be completely correct to receive 1 point, and there are no alternate answers for Part B that would receive 1 point.

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Item 22

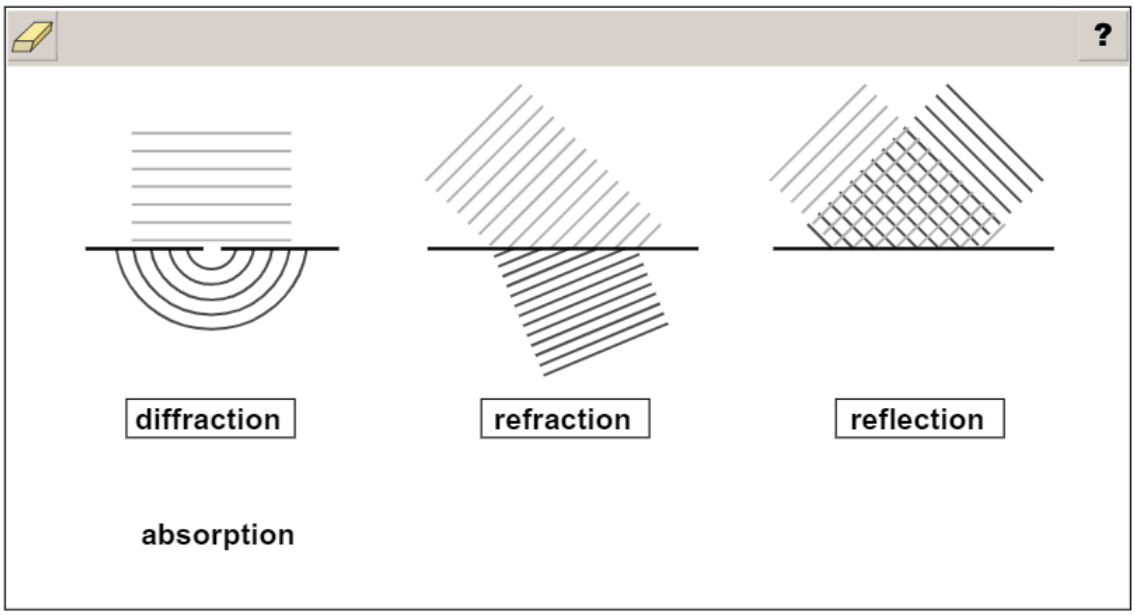
Scoring Rubric

Points	Description
2	The student correctly answers both Part A and Part B.
1	The student correctly answers either Part A OR Part B.
0	The student does not correctly answer either part.

Exemplar Response

Part A

The correct response is shown below.



This is the correct response because each model is correctly identified. The model on the left shows diffraction, which occurs when waves spread as they travel after passing through an opening or passing by a corner. The center model shows refraction, which occurs when waves bend as they pass from one medium to another. The model on the right shows reflection, which occurs when waves bounce off a surface. In addition, an echo is a reflection, so echo has been correctly applied to the model on the right.

Go on to the next page to finish item 22.

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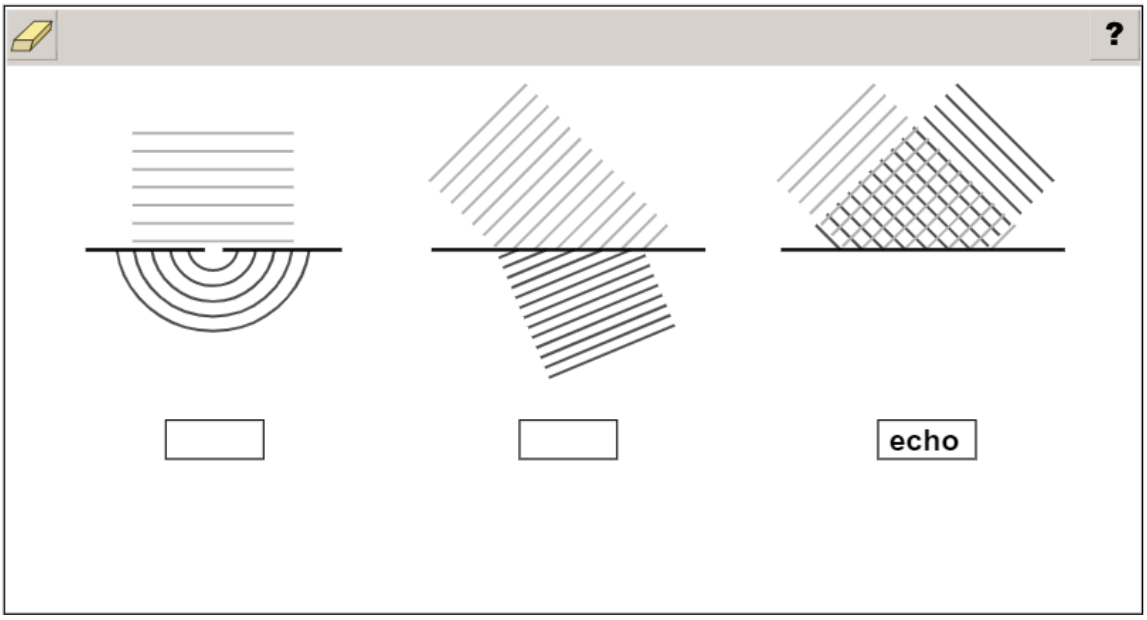
Item 22

Part B

The correct response is shown below.



An echo is a sound wave reflection, so the response correctly places “echo” in the box on the right.

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Item 23

Scoring Rubric

Points	Description
2	The student correctly selects the drop-down menu option for Part A AND Part B.
1	The student correctly selects the drop-down menu option for Part A OR Part B.
0	The student does not correctly select the drop-down menu options for either part.

Exemplar Response

The correct response is shown below.

Part A

When white light enters and leaves the prism, its path is changed because the light is [refracted ▾] at the boundary between the glass and the air.

"Refracted" is the correct response for the first drop-down menu because light waves bend when passing the boundary between two materials that have different speeds of light, and the term for this bending is refraction.

Part B

Different colors are seen because each color of light that emerges from the prism has a different [wavelength ▾].

"Wavelength" is the correct response for the second drop-down menu because the characteristic of visible light that determines the color seen by the human eye is its wavelength.

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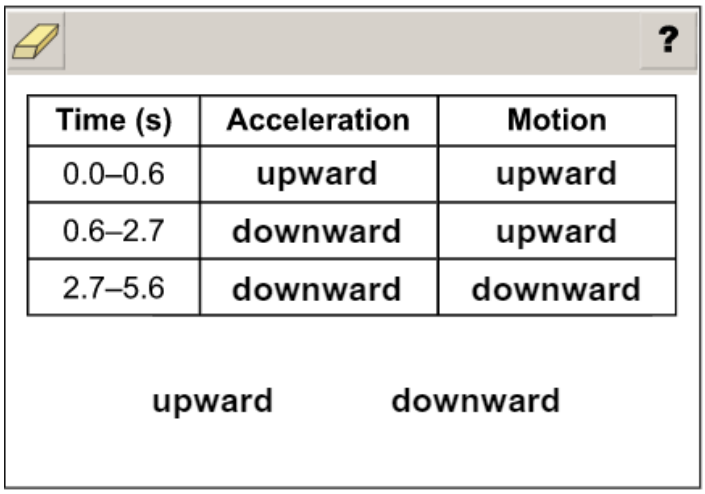
Item 28

Scoring Rubric

Points	Description
2	The student correctly fills in all boxes.
1	The student correctly fills in three, four, or five boxes.
0	The student does not correctly fill in at least three boxes.

Exemplar Response

The correct response is shown below.



Time (s)	Acceleration	Motion
0.0–0.6	upward	upward
0.6–2.7	downward	upward
2.7–5.6	downward	downward

upward downward

This is the correct response because according to the graph the model rocket has an upward acceleration in the first indicated time period, but the acceleration is downward in the next two time periods. (Downward acceleration reflects the pull of gravity. Remember that acceleration can be downward even though motion is upward because negative acceleration represents slowing down). The rocket's motion is upward for the first two time periods because the motor is pushing it at first and because it still travels upward for a while after the motor burns out. However, after the rocket reaches its peak height it begins to fall back toward the ground, so its motion is downward.

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SOCIAL STUDIES

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 8 Social Studies EOG assessment has a total of 42 items.

The test will be given in two sections.

- You may have up to 35 minutes per section to complete Sections 1 and 2.
- You will have about 30 to 70 minutes for the complete Social Studies EOG assessment.

CONTENT

The Grade 8 Social Studies EOG assessment will measure the Grade 8 Social Studies standards that are described at https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-Grade-8.aspx.

The content of the assessment covers standards that are reported under these domains:

- History
- Geography
- Government and Civics
- Economics

ITEM TYPES

Operational items in the Social Studies portion of the Grade 8 EOG assessment consist of selected-response (multiple-choice) and technology-enhanced items.

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SOCIAL STUDIES DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent applicable DOK levels of the Social Studies assessment are provided on the following pages. The items and explanations of what is expected of you to answer them will help you prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Example Item 1

Selected-Response

DOK Level 1: This is a DOK level 1 item because it asks students to recall a fact.

Social Studies Grade 8 Content Domain: History

Standard: 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).

What was one purpose of the founding of Georgia?

A. to establish bases to expand the fur trade
B. to learn about the culture of the native people
C. to provide military protection for other colonies
D. to establish places to practice religious freedom

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) to provide military protection for other colonies. Choice (A) is incorrect because although the fur trade was important to some early explorers and settlers, this was not the purpose of the founding of Georgia colony. Choice (B) is incorrect because although the first settlers of Georgia did interact with the native people, this was not one purpose for the founding of the colony. Choice (D) is incorrect because although some British colonies were established as places where settlers could worship freely, this was not one purpose of the founding of Georgia.

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Example Item 2

Selected-Response

DOK Level 2: This is a DOK level 2 item because it involves reasoning and comparing.

Social Studies Grade 8 Content Domain: Geography

Standard: 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.

Read the information in the box.

> This region of Georgia contains the highest elevation in the state. This area also receives the most rainfall of any of the regions.

Which geographic region is described in the box?

A. Coastal Plain
B. Valley and Ridge
C. Appalachian Plateau
D. Blue Ridge Mountains

Correct Answer: D

Explanation of Correct Answer: The correct answer is choice (D) Blue Ridge Mountains. This region contains the highest mountain range and receives the most rain of all the regions in the state of Georgia. Choices (A), (B), and (C) are all incorrect because they are regions in the state that do not match the description in the box. They receive less rain and are at lower elevations than the Blue Ridge Mountains.

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Example Item 3

Selected-Response

DOK Level 3: This is a DOK level 3 item because students must evaluate the advantage described in each answer choice and make an inference as to which one would meet a given criterion.

Social Studies Grade 8 Content Domain: History

Standard: 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.

A production company is considering filming a movie in Georgia. Which statement would probably be MOST persuasive in convincing the company to film in Georgia?

A. Georgia's rivers provide recreational opportunities for production companies.
B. Georgia's many hotels and restaurants are available to serve production companies.
C. Georgia's state and local governments offer financial incentives to production companies.
D. Georgia's unemployed people are available for temporary work with production companies.

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) Georgia's state and local governments offer financial incentives to production companies. Georgia's state government has offered significant tax credits to film and television production companies as an incentive to attract new business to the state. Choices (A), (B), and (D) are incorrect because although Georgia's physical features, hospitality services, and available workers would be attractive to production companies, these would not likely be the most persuasive factors in determining film locations.

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SOCIAL STUDIES CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

In this section, you will find information about what to study in order to prepare for the Grade 8 Social Studies EOG assessment. This includes key terms and important vocabulary words. This section also contains practice questions, with explanations of the correct answers, and activities that you can do with your classmates or family to prepare for the assessment.

The organization of Social Studies units in this guide is based on Frameworks developed by the Curriculum and Instruction Division of the Georgia Department of Education. The Social Studies section begins with Unit 2. Unit 1 focuses on overarching themes and concepts, rather than on specific standards. Unit 1 will, therefore, not be a part of the EOG assessment. These Frameworks can be accessed at https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-Grade-8.aspx.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Content Description

The four domains (History, Geography, Government and Civics, and Economics) are fully integrated.

Some of the topics you will study in this guide are the following:

- Georgia history, geography, government, and economics
- Georgia's role in the history of the United States and the impact of historical events on the state, with a primary focus on the period from the Civil War to the present
- Georgia's role in and contributions to American history
- The impact of historical figures and events and how they shape and define contemporary economic, political, and social conditions in Georgia
- The influence of location and physical features on economic growth and development in the state of Georgia
- Georgia's location relative to the nation, continent, and Western Hemisphere
- The process of government in the state of Georgia and the political role of citizens under its constitution
- The political and legal structures and institutions that govern Georgia
- The factors that have influenced and shaped Georgia's economic growth and development
- The importance of both domestic and international trade, the role of the entrepreneur in generating economic growth and productivity, personal money management, and government revenue sources

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Unit 2: Geography of Georgia and the American Indians

In this unit, you will study the geography of Georgia. You will learn about the rivers, mountains, plains, and plateaus. You will locate specific places, such as the barrier islands and Okefenokee Swamp. You will learn about the climate in the state. You will also learn about the development that occurred among prehistoric cultures.

KEY TERMS

American Indians: Many groups of American Indians lived in what is now Georgia when the first Europeans arrived. These groups typically obtained food by farming, hunting, fishing, and gathering. They grew corn and other vegetables and hunted deer and other game. They used tools such as bows and arrows, nets, traps, and spears. Many Indians lived in wattle and daub houses, which were made of walls from interwoven sticks and twigs covered with mud or clay. (SS8H1a)

Appalachian Mountains: A large mountain chain in eastern North America extending from Canada into Alabama. (SS8G1c)

Barrier islands: A group of mostly undeveloped islands along Georgia's coast. The islands protect the mainland from storms and erosion. (SS8G1c)

Chattahoochee River: A long river that flows from northern Georgia along the Georgia/Alabama border and into the Apalachicola River. The river is used for rafting and fishing and is a national recreation area. (SS8G1c)

Fall Line: A geological boundary that divides the rocks of the upper Coastal Plain from those of the Piedmont. Because the line is marked by rivers, it has been a center for commerce and trade throughout Georgia's history. (SS8G1c)

Georgia: A state in the southern United States and the last of the thirteen original colonies. It is the largest state east of the Mississippi River. Parts of Georgia have a subtropical climate, but the areas northwest of the Chattahoochee River are cooler. The state is the largest producer of peanuts in the United States. (SS8G1a)

Okefenokee Swamp: A large but shallow wetland in southeast Georgia and northeast Florida. It is the largest freshwater swamp in North America. Much of the area is today protected as part of a national refuge. (SS8G1c)

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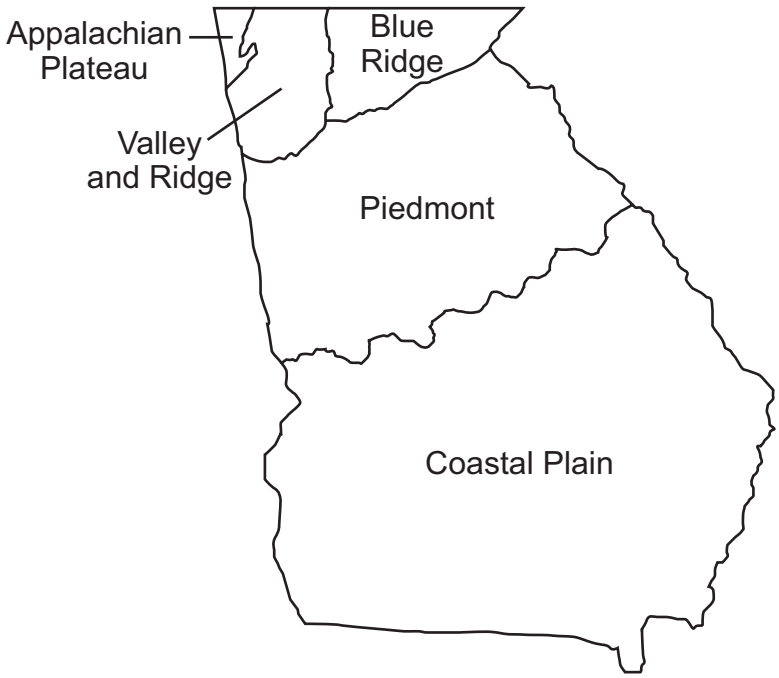
Regions: Georgia can be divided into regions based on similarities in geographic features such as climate, rocks and minerals, soil, elevation, and vegetation. The state is often divided into these five regions: Appalachian Plateau, Valley and Ridge, Blue Ridge, Piedmont, and Coastal Plain. (SS8G1b)

Regions of Georgia



Savannah River: A river that begins in South Carolina, flows along the South Carolina/Georgia border, and empties into the Atlantic Ocean. It is about 300 miles long. (SS8G1c)

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KEY IDEA

Regions of Georgia

Region	Location	Climate	Agriculture	Economic Contribution
Appalachian Plateau	northwestern Georgia	cooler temperatures, some snow and ice in winter	corn, soybeans	coal, forestry, limestone, tourism
Valley and Ridge	northern Georgia	cooler temperatures, some snow and ice in winter	corn, cotton, soybeans, timber, wheat	mining, textiles
Blue Ridge	northeastern Georgia	cooler temperatures, highest precipitation rate	apples, corn, livestock, vegetables	mining, timber
Piedmont	central Georgia	hot and humid summers, some snow in winter	cattle, cotton, hogs, poultry/eggs, soybeans, wheat	aircraft and automobile manufacturing, carpet milling, poultry processing, timber
Coastal Plain	southern Georgia	hot and humid summers, cool winters	cotton, onions, peaches, peanuts, pecans, soybeans	fishing, pulp and paper, recreation, seafood processing, tourism

(SS8G1b)

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Sample Items 1–3

Item 1

Drop-Down Technology-Enhanced

Complete the paragraph by selecting the correct phrase from each drop-down menu.

The Mississippians were American Indians who lived in Georgia when Europeans first arrived in the mid-1500s. These Indians had several unique characteristics. Their shelters were mostly made from [ ]. They obtained most of their food by [ ].

Use a mouse, touchpad, or touchscreen to click on the arrow beside each of the two blank boxes. When you click on the arrow, a drop-down menu will appear, showing you all the possible options for that blank box. Each drop-down menu with its options is shown below.

The Mississippians were American Indians who lived in Georgia when Europeans first arrived in the mid-1500s. These Indians had several unique characteristics. Their shelters were mostly made from [ ]. They obtained most of their food by [ ].

growing crops
raising animals
hunting whales
hunting buffalo

adobe bricks
cedar planks
sticks and mud or clay
buffalo hides and wooden poles

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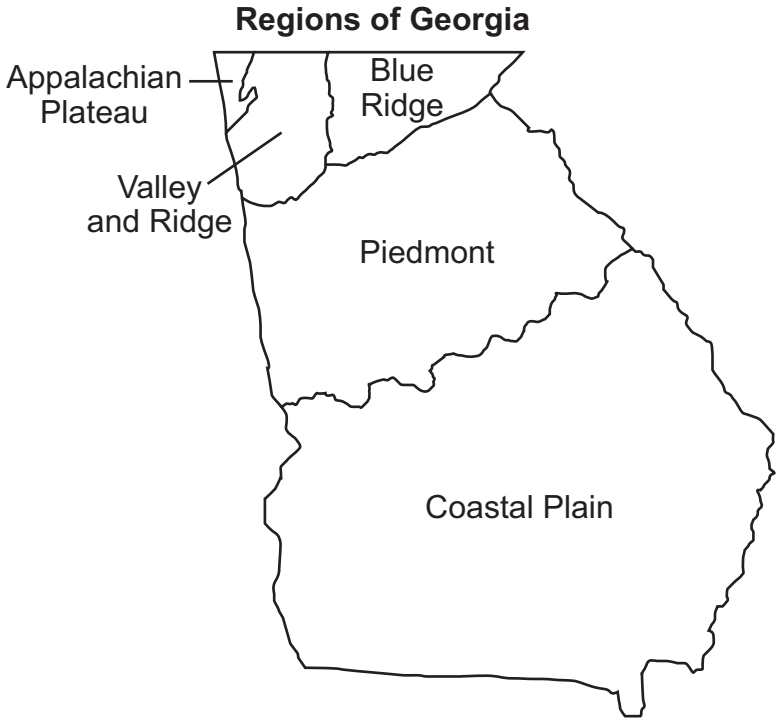
Item 2

Selected-Response

Examine the map.



In which region of Georgia is the Okefenokee Swamp located?

A. Piedmont
B. Blue Ridge
C. Coastal Plain
D. Valley and Ridge

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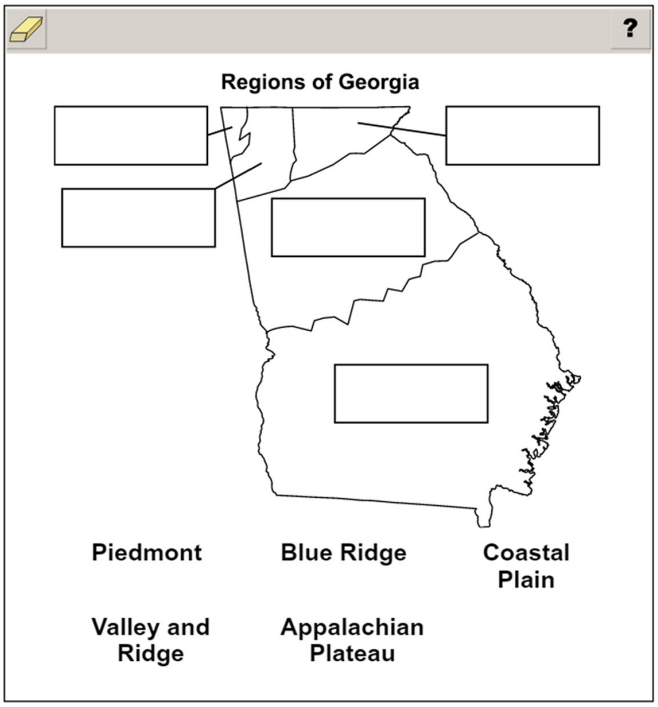
Item 3

Drag-and-Drop Technology-Enhanced

Move and place each region name into the correct box on the map.



Use a mouse, touchpad, or touchscreen to move each region name into the correct box on the map. All region names should be used.

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Unit 3: Exploration and Colonization

In this unit, you will learn about Georgia's past. You will study the explorers who came here and set up colonies. You will learn about the American Indians who lived in Georgia. You will read about the royal governors who ruled the state at one time.

KEY TERMS

Charter of 1732: Signed by King George II, it established the royal colony of Georgia and appointed a Board of Trustees to govern it. (SS8H2a)

Hernando de Soto: A Spanish explorer and conquistador who landed in what came to be known as Florida in 1539. He explored the Southeast, including Georgia, from 1539 to 1542. He and his 600 men searched for wealth, sparking conflict with American Indian groups, whom they exploited and enslaved. (SS8H1c)

European exploration: The Spanish and British sent explorers to the southeastern part of North America. The Spanish, believing the area to be rich in gold, searched for wealth. They also believed it was their mission to convert the natives to Christianity. The British wanted to colonize the area for a number of reasons. Some sought the riches offered by the area's abundance of resources. Others hoped to escape religious persecution in Europe. (SS8H1b)

Highland Scots: A group of Scottish people who came to Georgia in the 1730s. Known for being good soldiers, they provided protection for the colony. They founded the city of Darien along the colony's southern border. (SS8H2c)

Jews: People descended from the Hebrews of the Middle East whose traditional religion is Judaism. The trustees included a prohibition of Jews in Georgia in the original charter; however, a group of Portuguese Jews arrived in Georgia soon after the colony was established. In the group was a doctor, Samuel Nunes, who is often credited for "saving the colony." Against the rules of the trustees, Oglethorpe allowed the Jewish immigrants to settle in Savannah. (SS8H2c)

Land ownership: Under the royal charter signed by King George II, colonists were not permitted to own land. This caused discontent, because of their hard work in developing and cultivating the region. (SS8H2d)

Malcontents: A group of mostly Scottish colonists who loudly opposed the policies of James Oglethorpe and Georgia's Board of Trustees. (SS8H2c)

Mary Musgrove: An American Indian woman who was James Oglethorpe's Creek interpreter and negotiator during Georgia's earliest years. (SS8H2b)

James Oglethorpe: The British general and philanthropist who helped to found the colony of Georgia. Oglethorpe was one of the original trustees, and the only trustee to come to Georgia. (SS8H2b)

Philanthropy: The desire to help others (charity). Philanthropy, economics, and defense were the main reasons for Georgia's founding. James Oglethorpe and the trustees hoped to create a colony for the poor and debt-ridden people of England. However, no debtor was ever released from debtors' prison to come to Georgia. (SS8H2a)

Salzburgers: A group of German-speaking Protestant refugees who helped settle the colony of Georgia in the 1730s. (SS8H2c)

Savannah: A Georgia city near the mouth of the Savannah River, founded in 1733 by James Oglethorpe. Savannah was Georgia's first city and first capital. (SS8H2b)

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Slavery: A condition in which people are considered legal property of someone and are forced to obey their owners. The Charter of 1732 banned slavery in the colony of Georgia, but many colonists growing labor-intensive crops felt that they needed enslaved workers in order to become as economically stable and successful as the Carolinas. (SS8H2d)

Spanish missions: Places of worship set up by Spanish Catholic missionaries to convert native peoples to Christianity. In Georgia, many such places were established along the barrier islands. (SS8H1c)

Tomochichi: A Creek leader who acted as a mediator between British settlers in Georgia and the American Indians of the region. (SS8H2b)

Trustee Period: The period from 1732 to 1752 when a board of trustees governed the colony of Georgia. (SS8H2c)

Sample Items 4–5

Item 4

Selected-Response

Read the information in the chart.

	Dates of Exploration/ Colonization of the Southeast	Motives for Exploration and Colonization	Key Details
Spanish	1500s–1600s	Conversion of American Indians to Catholicism, adaptation of American Indians to Spanish social and economic colonial system, and the search for silver and gold	The Spanish established missions, which eventually collapsed because of the deaths of American Indians from disease and from slave raids by English traders.
French	1500s	To claim land in the Southeast and find resources to trade	Although the French managed to establish colonies north and south of Georgia in South Carolina and Florida, both colonies were short-lived.
British	1600s	To find deerskins and other items to trade, claim land in the Southeast, and limit Spanish influence in Florida	The British trade led to the disruption of American Indian societies in the Southeast.

Which conclusion can BEST be drawn from this chart?

A. The Spanish supported French land claims in the Southeast.
B. The Spanish had the least impact on the American Indians in the Southeast.
C. The Spanish, French, and British all had economic interests in the Southeast.
D. The Spanish, French, and British all wanted to bring their religion to the Southeast.

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Item 5

Selected-Response

Read the information in the box.

- **Many American Indians converted to a new religion.**
- **American Indians allied themselves with various European groups.**
- **Many American Indians became ill from newly introduced diseases.**
- **American Indian economies responded to European demand for goods.**

Which of these was the MAIN cause of the conditions listed in the box?

A. the American Revolution
B. the Spanish search for gold
C. European exploration and colonization
D. European involvement in the slave trade

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Unit 4: Statehood

In this unit, you will study Georgia's history and how Georgia became a state. You will learn about important events in Georgia's past, such as the Battle of Kettle Creek, the invention of the cotton gin, the Dahlonega Gold Rush, the Trail of Tears, and the building of railroads. You will study famous battles of the American Revolution and learn more about key historical figures such as Andrew Jackson and John Marshall.

KEY TERMS

Articles of Confederation: The first constitution of the United States of America. Because it allowed for only a weak central government, it was later replaced with the U.S. Constitution, which established a federal government with a president, a judicial system, and the authority to tax. (SS8H3d)

Battle of Kettle Creek: A battle of the American Revolution fought in Georgia on February 14, 1779. The battle raised the morale of Georgia Patriots, gave them much needed supplies, and set the stage for several victories in the southern backcountry toward the end of the war. (SS8H3c)

Cherokee: A group of American Indians who lived in the southeastern United States, including Georgia, before being forcibly removed to reservations in Oklahoma on what would become known as the Trail of Tears. (SS8H4e)

Cotton gin: A machine that separates small particles, such as seeds, from cotton fibers. Its invention in the 1790s made cotton easier to process and cheaper to produce. It had a profound impact on Georgia, where cotton became a large and profitable industry, and it enabled the state to trade with not only other states but also other nations. Due to the cotton gin's effectiveness and the crop's profitability, slavery increased in Georgia and the Deep South. This led to the South's support and defense of the institution of slavery and later led to the Civil War. (SS8H4c)

Creek: A group of American Indians who lived in the southeastern United States, including Georgia, before being moved to reservations in Oklahoma. The Creek chief William McIntosh supported the efforts of the U.S. government to obtain Creek land. (SS8H4d)

Dahlonega Gold Rush: A rapid increase of settlers to Georgia sparked by the discovery of gold near the town of Dahlonega. It spread throughout the state and onto land given to American Indian groups as part of a treaty. Land seized from the Creek and Cherokee for the white settlers eventually led to the removal of the Indians on what would become known as the Trail of Tears. (SS8H4e)

Georgia's state constitution: A document that divides Georgia's government into three branches: the legislature, which is bicameral (two houses); the judiciary, which is made up of the state supreme court and lower courts; and the executive, which is presided over by the governor. Checks and balances among the branches prevent any one branch from becoming too powerful. (SS8CG1a, b)

Headright system: A system in which up to 200 acres of land were granted to people willing to voyage from Great Britain or from other colonies to settle in Georgia colony. Georgia employed the system in an effort to grow its population. (SS8H4b)

Andrew Jackson: The president of the United States during the Georgia Gold Rush. He ordered the Cherokee and Creek off Georgian land granted to them by a treaty with the U.S. government. This action led to the removal of the American Indians on what would become known as the Trail of Tears. (SS8H4e)

Land lotteries: A system employed by the state of Georgia in the early 1800s in which some citizens could register to win land previously held by the Cherokee and the Creek. (SS8H4b)

Loyalist: A colonist who remained loyal to the British government during the American Revolution. (SS8H3c)

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John Marshall: The chief justice of the U.S. Supreme Court at the time of *Worcester v. Georgia*. (SS8H4e)

William McIntosh: A controversial Creek chief who supported the United States in its efforts to take Creek land. (SS8H4d)

Patriot: A person who supported breaking from the British government and forming a new government ruled by colonists. (SS8H3c)

Railroad: A means of transporting people and goods that made interstate commerce easier and more profitable beginning in the mid- to late 1800s. (SS8H4c)

John Ross: A chief who presided over the Cherokee during their migration from Georgia to Oklahoma on what is commonly known as the Trail of Tears. (SS8H4e)

Siege of Savannah: A battle of the Revolutionary War that took place in 1779. It was the second-deadliest clash of the war. The British maintained control of Savannah at the end of the siege. (SS8H3c)

Signers of the Declaration of Independence: Button Gwinnett, Lyman Hall, and George Walton were the three Georgians who signed the Declaration of Independence. Gwinnett was a British-born colonist who served in the colonial legislature and the Second Continental Congress. Hall served in the Second Continental Congress and as governor of the state of Georgia. Walton also served as governor of Georgia. (SS8H3b)

Trail of Tears: The route along which various American Indian groups were forced to walk from the Southeast to reservations west of the Mississippi. (SS8H4e)

University of Georgia: A university created by the General Assembly in 1785. It was the first university in the United States to be created by a state government and it later became a land-grant institution. The founders believed that educated citizens were important to a democratic society, that education should be available to all people, and that the government had a role in providing education. (SS8H4a)

Worcester v. Georgia: The case in which the U.S. Supreme Court ruled that states could not make or enforce laws dealing with American Indian groups, reserving such authority for the federal government. (SS8H4e)

Yazoo land fraud: The controversial sale of land by the governor of Georgia and the state's legislature during the mid-1790s. Tracts of land in what would become Mississippi and Alabama were sold cheaply to political supporters. Though reformers later passed a law nullifying the sales, the U.S. Supreme Court overruled the law. (SS8H4b)

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KEY IDEA

The American Revolution

In the 1750s, conflict between the British and the French over control of North America escalated. The result was a war, known as both the Seven Years' War and the French and Indian War, that lasted from 1754 to 1763. Ultimately, British victories forced the French to sign over much of their territory.

Following the war, King George III signed the Proclamation of 1763, which forbade British colonists from settling west of the Appalachian Mountains. The settlers were unhappy with this, and their discontent grew when the king passed various acts to recoup the costs Britain had incurred during the war. These included the Stamp Act of 1765, which was the first British tax levied directly on American colonists. Every newspaper, pamphlet, and legal document had to include a British seal that was taxed. The Intolerable Acts were passed by Parliament to punish the colonies after the Boston Tea Party. These laws forced American colonists to quarter, or house, British soldiers in their homes and allowed royal officials accused of crimes to be tried in Britain rather than America.

In response, a group of leaders in the colonies formed the Continental Congress. They formally declared their independence from Britain in 1776 in a document known as the Declaration of Independence. They sent the document to King George III, who rejected it. War broke out, the colonists won, and the United States of America became an independent nation. (SS8H3a)

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Sample Items 6–7

Item 6

Selected-Response

What was one reason for the Siege of Savannah during the American Revolution?

A. to end the colonial boycott of British products
B. to end the British military occupation of the city
C. to force Savannah Loyalists to support the independence movement
D. to force Savannah businesses to provide military support to the Patriots

Item 7

Selected-Response

How did the development of the cotton gin influence the economy of Georgia?

A. The planting of cotton became quicker, leading to an increase in farm workers' wages.
B. Cotton mills in the state became more efficient, helping the South to industrialize.
C. Cotton could be processed much faster, leading to an increase in demand for slave labor.
D. Southern plantations moved their cotton swiftly to northern factories, raising the price of cotton.

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Unit 5: The Civil War

In this unit, you will study the Civil War period of history. You will learn about the passage of constitutional amendments and some major battles of the Civil War. You will read about many key events, including the Compromise of 1850, the Dred Scott decision, the Emancipation Proclamation, Sherman's March to the Sea, and tenant farming.

KEY TERMS

Andersonville: A small town in southwest Georgia known for its Confederate prisoner-of-war camp. (SS8H5b)

Chickamauga: The largest battle fought in the state of Georgia. The battle lasted three days and was the second-bloodiest battle of the Civil War. This was the largest Union defeat in the west. (SS8H5b)

Civil War: The name of a war fought in the United States between the Northern industrial states and the Southern agricultural states (which had seceded over the issue of slavery and states' rights). It lasted from 1861 to 1865. (SS8H5a)

Compromise of 1850: A federal compromise between anti-slavery and pro-slavery forces. It allowed each new state to determine its own status as a free or slave state when entering the Union. It also resulted in California joining the Union as a free state and the passage of the Fugitive Slave Act. (SS8H5a)

Debate over secession: Even within the Southern states, there was much debate over whether leaving the Union was constitutional. Ultimately, Georgia voted to secede. (SS8H5a)

Dred Scott: A slave who, on the basis of having lived in free states, sued for his freedom in federal court. The U.S. Supreme Court ultimately decided that, as "property," he had no right to sue. The court also declared parts of the Missouri Compromise unconstitutional because they deprived slave owners of their property. (SS8H5a)

Election of 1860: A presidential election that focused on the issue of slavery. Abraham Lincoln, the Republican nominee, opposed slavery, though he promised not to abolish the institution. When he won, however, a number of Southern states voted to secede from the Union. (SS8H5a)

Emancipation Proclamation: An executive order issued by President Abraham Lincoln on January 1, 1863, in the midst of the Civil War, declaring an end to slavery in those states that had seceded from the Union. (SS8H5b)

Freedmen's Bureau: A government agency established to help former slaves and poor whites in the South after the Civil War. It helped former slaves adjust to their new freedoms and responsibilities. (SS8H6c)

Georgia Platform: A statement issued by the Georgia Convention in response to the Compromise of 1850, affirming state acceptance of the Compromise. (SS8H5a)

Ku Klux Klan: A secretive, violent organization of white supremacists that arose after the Civil War to restrict the rights of African Americans/Blacks. (SS8H6c)

Nullification: The failure or refusal of a state to follow or enforce a federal law. A constitutional crisis was created when the state of South Carolina passed an ordinance declaring that two federal tariffs would not be observed. (SS8H5a)

Reconstruction: A period of rebuilding the country after the Civil War, during which the former Confederate States were governed under strict regulations before being readmitted into the Union. (SS8H6b)

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Sharecropping: An institution of labor in which laborers agree to exchange labor and a portion of their crops to a land owner in return for land to work. Though sharecropping and tenant farming were similar, there was a major difference. Tenant farmers usually owned their own tools, animals, and other equipment, while sharecroppers brought only their labor into the agreement. (SS8H6e)

Sherman's Atlanta Campaign: A series of battles fought in Georgia after Union General William T. Sherman invaded the state in an attempt to weaken the South. (SS8H5b)

Sherman's March to the Sea: The movement of General William T. Sherman's Union forces from Atlanta, Georgia, to the port of Savannah, resulting in the capture of the port. The march destroyed much of the Confederate army's infrastructure, support, and trade routes. (SS8H5b)

Slavery: The ownership and forced labor of one person by another. In the early history of the United States, many Black men and women were enslaved in the South. Tensions between anti-slavery forces and pro-slavery forces led to the American Civil War. (SS8H5a)

States' rights: The idea that each state can pass laws without federal involvement. In the decades leading up to the Civil War, most Southerners saw slavery as a states' rights issue. (SS8H5a)

Tenant farming: A system, prevalent in the South after the Civil War, in which landowners allowed farmers to cultivate their land for a percentage of the profits and/or rent and food. Though sharecropping and tenant farming were similar, there was a major difference. Tenant farmers usually owned their own tools, animals, and other equipment, while sharecroppers brought only their labor into the agreement. (SS8H6e)

Union blockade: A strategy by the Union navy to prevent the South from trading its goods with Europe. (SS8H5b)

13th Amendment: An amendment to the U.S. Constitution that ended slavery in the states. (SS8H6a)

14th Amendment: An amendment to the U.S. Constitution that granted citizenship rights to all persons born in the United States. The amendment also declared that no state could make laws that took away rights of citizens. The amendment was ratified in 1868 to protect the rights of freed slaves after the Civil War. (SS8H6a)

15th Amendment: An amendment to the U.S. Constitution that guaranteed each individual's right to vote, regardless of race. (SS8H6a)

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Sample Items 8–9

Item 8

Selected-Response

How did Sherman's March to the Sea affect the state of Georgia?

A. Sherman's march diverted Union attention from Georgia, allowing the state's militia to recover.
B. The March to the Sea destroyed Georgia's agriculture and roads, devastating the state's economy.
C. People in the state were proud that Georgia-born Sherman distinguished himself during the march.
D. The March to the Sea was the first time the Union army actually entered the state of Georgia.

Item 9

Drop-Down Technology-Enhanced

Complete the paragraph by selecting the correct phrase from the drop-down menu.

During Reconstruction, Democrats in the Georgia General Assembly expelled the recently elected African American/Black members. One reason for this action was [ ].

Use a mouse, touchpad, or touchscreen to click on the arrow beside the blank box. When you click on the arrow, a drop-down menu will appear, showing you all the possible options for the blank box. The drop-down menu with its options is shown on the next page.

Go on to the next page to finish item 9.

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Item 9. *Continued*.

During Reconstruction, Democrats in the Georgia General Assembly expelled the recently elected African American/Black members. One reason for this action was [ ].

- to end Jim Crow laws
- to gain political power
- to reinforce military rule
- to promote New South goals

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Unit 6: The New South

In this unit, you will read about important people and events of the New South. The focus will be on the changes that occurred in Georgia between the end of the Civil War and the end of World War I. Many new businesses were developed by entrepreneurs as the South became more industrialized like the North.

KEY TERMS

Bourbon Triumvirate: A name for the three most powerful politicians of the post-Reconstruction era: John B. Gordon, Alfred H. Colquitt, and Joseph E. Brown. Two goals of the Bourbon Triumvirate were to promote the development of industry in Georgia and to maintain segregation. (SS8H7a)

Disenfranchisement: Being deprived of the right to vote. During the Jim Crow era, Georgia established laws such as poll taxes and literacy tests that prevented African Americans/Blacks and poorer whites from voting, leading to disenfranchisement. (SS8H7b)

W. E. B. Du Bois: A civil rights activist and author known for his opposition to the Atlanta Compromise, which called for African Americans/Blacks to accommodate whites in return for basic educational and economic opportunity. (SS8H7c)

Henry Grady: A journalist from Georgia. He was instrumental in the integration of Southern states back into the Union during the Reconstruction era. He is credited with introducing the term "the New South." (SS8H7a)

Alonzo Herndon: Born into slavery, Alonzo Herndon was emancipated at the end of the Civil War. He went on to own many businesses, including barber shops in Atlanta and the Atlanta Life Insurance Company. (SS8H7c)

International Cotton Exposition: An event held in Atlanta in 1881 to showcase Atlanta as an industrial center and to promote investment in the state. (SS8H7a)

Jim Crow laws: Starting in the 1890s, Jim Crow laws, named after a fictional African American/Black minstrel character, took away most of the citizenship rights of African Americans/Blacks. Under these laws, most African Americans/Blacks could not vote or serve on juries and were denied many of the other rights of U.S. citizens. (SS8H7b)

Leo Frank: A Jewish man from Atlanta, Georgia, who was convicted of murdering a 13-year-old girl. He was believed to be innocent, and his conviction led to protests and even riots. Some attributed his conviction to prejudice because he was Jewish. After his murder by a lynch mob, the state of Georgia pardoned him. (SS8H7d)

***Plessy v. Ferguson*:** A U.S. Supreme Court decision that upheld the "separate but equal" doctrine. The Court ruled that African Americans/Blacks had political rights under the 14th and 15th Amendments but that social rights were not required. According to the Supreme Court, as long as facilities were equal for both races, they could be separate. (SS8H7b)

Populists: Members of the Populist Party, or "People's Party," which formed in 1890 primarily to support resentful farmers and the working class against the interests of railroads, bankers, and corporations. The party gained substantial support among Georgia farmers in the late 1800s and early 1900s. (SS8H7a)

Booker T. Washington: An author and civil rights activist who supported the Atlanta Compromise, which called for African Americans/Blacks to accommodate whites in return for basic educational and economic opportunity. (SS8H7c)

Tom Watson: A writer from Georgia and a leader of the Populist Party of the United States, which sought greater protections for agricultural workers. (SS8H7a)

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1906 Atlanta riot: In September of 1906, white mobs killed dozens of African Americans/Blacks and caused property damage in an Atlanta riot. The spark for the riot was a series of local newspaper reports (later proved to be untrue) of alleged assaults by African American/Black men on white women. Other causes of the riot included the large number of unemployed whites, who viewed African Americans/Blacks as threats to jobs and the established social order. (SS8H7b)

Sample Items 10–11

Item 10

Selected-Response

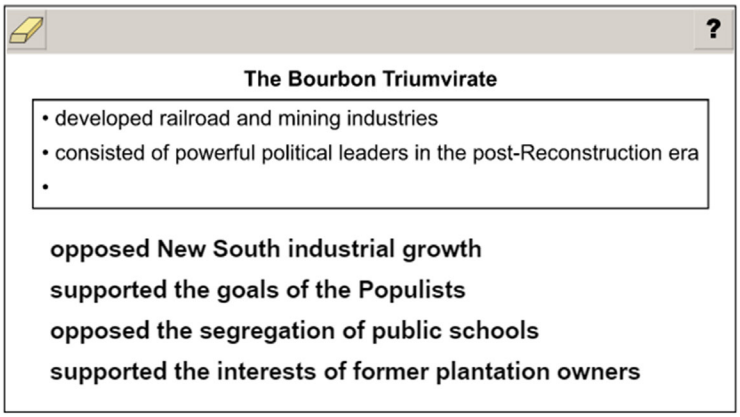
Which of these was an effect of the U.S. Supreme Court ruling in *Plessy v. Ferguson*?

A. Many African Americans/Blacks became small-business owners.
B. Many African American/Black youths were required to work in the fields.
C. African Americans/Blacks were restricted from entering many public places.
D. African American/Black students had access to a college education for the first time.

Item 11

Drag-and-Drop Technology-Enhanced

Complete the list by moving and placing the correct phrase into the box.



Use a mouse, touchpad, or touchscreen to move the correct phrase into the box.

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Unit 7: The 20th Century

In this unit, you will read about events that happened in the 20th century. These include a drought, the Great Depression, and World Wars I and II. You will learn about the invention of aircraft, the destruction by the boll weevil, the lend-lease program, and the Savannah and Brunswick shipyards.

KEY TERMS

Agricultural Adjustment Act: A federal law passed in 1933, ruled unconstitutional, and then modified and passed again in 1938. It set quotas on farm produce in an attempt to keep farmers in business during the Great Depression. (SS8H8e)

Bell Aircraft: A corporation that manufactured aircraft, including the B-29, and was active during World War II. (SS8H9b)

Boll weevil: A beetle that feeds on flowers and cotton buds. Not native to the United States, it proved disastrous to cotton producers in the American Southeast, including those in Georgia, during the Great Depression. (SS8H8b)

Civilian Conservation Corps: A Great Depression-era work relief program that put young American men to work in rural areas. (SS8H8e)

Drought: A period of little or no rainfall. A widespread drought in the United States during the 1930s created the Dust Bowl in parts of the Midwest and West. (SS8H8b)

The Great Depression: A sustained period of American economic decline. It lasted from 1929 until the mid-1940s. U.S. entry into World War II led to the end of the Great Depression. (SS8H8b)

Lend-Lease Act: The Lend-Lease Act in 1941 let the United States aid the Allies in World War II. It was signed by President Franklin Delano Roosevelt, and it allowed the United States to provide aid to Great Britain. (SS8H9a)

Military bases: Georgia provided more military bases for World War I than any other state. These bases included Fort McPherson, Camp Gordon, Camp Benning, and Camp Stewart. (SS8H8a)

New Deal: A series of laws enacted by President Franklin Delano Roosevelt during the Great Depression, aimed at rebuilding the American economy. (SS8H8e)

Pearl Harbor: A naval base in Hawaii that was attacked by Japan on December 7, 1941, prompting the United States' entry into World War II. (SS8H9a)

Franklin Delano Roosevelt: The president of the United States from 1933 until his death in 1945. He governed the nation during both the Great Depression and World War II. He first visited Brunswick, Georgia, in 1913 on business for the U.S. Navy. After contracting polio in 1921, he returned to the state, this time to visit Warm Springs, where he hoped the waters would restore him to health. He later purchased a home there, visiting often, and it was to become the site of his death. (SS8H8d)

Rural Electrification Administration: A federal agency established by the Rural Electrification Act, which was signed into law by President Franklin Roosevelt in 1936 to bring electricity to rural areas throughout the United States. (SS8H8e)

Richard Russell: Former governor of Georgia and U.S. senator. He was known for working to strengthen national defense as well as for opposing civil rights. (SS8H9c)

Savannah and Brunswick shipyards: Two deepwater ports in Georgia where ships were built. Both were extremely important to the United States during World War II. (SS8H9b)

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Social Security Administration: It provides an income to elderly people who can no longer work by giving them benefits based on what they paid into the system while working. (SS8H8e)

Eugene Talmadge: A three-term governor of Georgia who served in the 1930s and 1940s. (SS8H8c)

Carl Vinson: A Georgia native who served in the U.S. House of Representatives. He was the first to hold congressional office for a period of 50 years. He is known as "The Father of the Two-Ocean Navy." (SS8H9c)

World War I: Known at the time as the Great War, this war was largely fought in Europe, Africa, and parts of Asia. Georgia contributed more than 100,000 men and women to the war effort. (SS8H8a)

World War II: The largest war in history. Conflict extended into Europe, Africa, Asia, and both the Pacific and Atlantic Oceans. (SS8H9a)

Sample Items 12–14

Item 12

Selected-Response

Which group of people was MOST affected by the boll weevil in the years between World War I and World War II?

A. cotton farmers
B. factory workers
C. railroad workers
D. government officials

Item 13

Selected-Response

How was Georgia significant in the life of President Franklin Delano Roosevelt?

A. President Roosevelt traveled to Warm Springs frequently to recover from complications of polio.
B. President Roosevelt used his Warm Springs home as his military headquarters during World War II.
C. President Roosevelt tested his New Deal programs in Georgia before spreading them across the country.
D. President Roosevelt received support from Georgia Governor Eugene Talmadge to implement New Deal programs.

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Item 14

Multi-Select Technology-Enhanced

Read the information in the box.

> The Civilian Conservation Corps (CCC), a public work relief program, was part of the New Deal. Operating between 1933 and 1942, it employed young men to work on conservation projects around the country. Its goals were to provide jobs for young men who had trouble finding work, to provide financial relief for their families, and to develop and conserve natural resources in public rural areas.

Which type of evidence would BEST help determine whether the CCC had been successful in meeting the goals listed in the passage? Select TWO responses.

A. maps showing locations of CCC camps
B. letters to family written by CCC participants
C. legislation authorizing the creation of the CCC
D. records showing the number of CCC participants
E. posters encouraging men to apply to join the CCC
F. estimates of the value of CCC improvements to public lands

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Unit 8: Post–World War II Georgia

In this unit, you will learn about Georgia after World War II. You will study the rise of agriculture, the growth of businesses, and the importance of transportation. You will also learn about the capital, Atlanta.

KEY TERMS

Agriculture: The science of farming. It is an important part of Georgia's economy. During the Civil War, cotton was the state's leading product and was shipped to ports around the world. Today, the state is the world's leading producer of pecans. It continues to produce cotton and is a major world supplier of peaches, peanuts, rye, and tobacco, as well as poultry and eggs. (SS8H10a)

Ivan Allen Jr.: The two-term mayor of Atlanta during the civil rights era of the 1960s. He opposed segregation and helped revitalize the city's economy. (SS8H10b)

Atlanta: The capital of and largest city in Georgia, founded in 1837. It is the ninth-largest metropolitan area in the United States, and its economy is the tenth largest in the nation. (SS8H10b)

Entrepreneurship: The process of starting and organizing a business. The economies of many countries are supported by small businesses begun by entrepreneurs who were willing to take risks to start businesses. (SS8E2a, b)

Governor's Race of 1946: In 1946, Georgia's governor-elect, Eugene Talmadge, died before taking office. The General Assembly voted his son, Henry Talmadge, into office. The newly elected lieutenant governor, Melvin Thompson, however, insisted that he was the new governor. The Georgia Supreme Court ultimately ruled that Thompson was the rightful acting governor until a special election could be held to replace the elder Talmadge. (SS8H10c)

William B. Hartsfield: The two-time mayor of Atlanta who helped develop the city's airport into the major transportation hub it has become today. He also worked with civil rights leaders during the Civil Rights Movement. (SS8H10b)

White primary: Primary elections in which only whites were allowed to vote. In 1944, the U.S. Supreme Court ruled them unconstitutional, and most Southern states ended the practice. (SS8H10c)

KEY IDEA

Transportation in Georgia

Georgia is a major transportation hub. The state capital, Atlanta, is one of the nation's leading railroad centers. The city also has one of the nation's largest airports, Hartsfield-Jackson Atlanta International Airport, which has been considered the busiest passenger airport in the world since 1998.

Georgia also has two of the nation's busiest deep-water ports at Savannah and Brunswick. Between the years 2000 and 2005, Savannah was the nation's fastest-growing seaport. The port at Brunswick is equally important and was once known as "The Shrimp Capital of the World."

The state is also home to a number of important highways that connect Atlanta to other parts of the nation. Among them is I-75, which connects Michigan to Florida while going through a number of important cities. (SS8E1a)

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Sample Items 15–17

Item 15

Selected-Response

How did changes in Georgia's agriculture during the second half of the 20th century affect the distribution of the population in the state?

A. New agricultural practices were developed, leading more people to move to rural areas.
B. Many small farms were consolidated into larger farms, causing thousands of farmers to move to the cities.
C. Severe droughts reduced the productivity of farms, forcing farm workers to move to cities and suburbs.
D. New cotton mills were built as a result of the increase in cotton production, forcing people to move near the mills.

Item 16

Selected-Response

What was ONE way Mayor William B. Hartsfield helped the development of Atlanta?

A. He brought several major league sports teams to the city.
B. He helped implement peaceful integration of the city schools.
C. He promoted the development of a commuter rail line in the city.
D. He established affirmative action programs for hiring city contractors.

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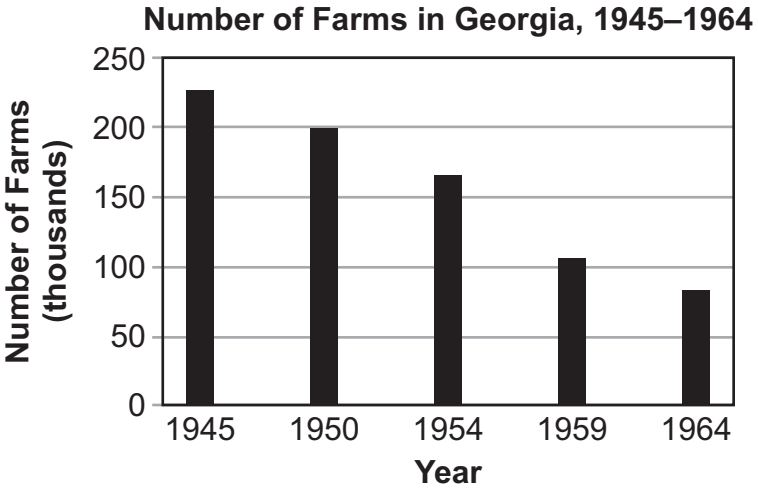
Item 17

Multi-Part Technology-Enhanced

Examine the graph.



Source: U.S. Department of Agriculture

Part A

What was MOST LIKELY a major cause of the trend shown on the graph?

A. the slowed growth of suburbs
B. an infestation of agricultural pests
C. the continuation of a long-term drought
D. an increased use of agricultural technology

Part B

Based on the graph, which conclusion can BEST be made about Georgia between 1945 and 1964?

A. There was a shortage of farm workers in the state.
B. There was a population shift to urban areas of the state.
C. There was a surge of immigration to rural areas of the state.
D. There was a decreased demand for farm products in the state.

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Unit 9: Civil Rights

In this unit, you will learn about the Civil Rights Movement and some of its leaders. You will learn about a landmark court case and the March on Washington. You will read about Martin Luther King Jr., John Lewis, and Lester Maddox.

KEY TERMS

Albany Movement: A partnership of the Student Nonviolent Coordinating Committee (SNCC), the National Association for the Advancement of Colored People, and activists from Albany, Georgia, that worked to end segregation. (SS8H11b)

***Brown v. Board of Education*:** A landmark 1954 case in which the U.S. Supreme Court ruled "separate but equal" and race-based segregation of public school students to be unconstitutional. (SS8H11a)

Civil Rights Act of 1964: Ended segregation in public places and banned employment discrimination on the basis of race, color, religion, sex, or national origin. The Act was signed into law by President Lyndon B. Johnson. (SS8H11c)

Civil Rights Movement: A national movement undertaken by African Americans/Blacks and their supporters in the 1950s and 1960s to end segregation and ensure equal rights for minorities. (SS8H11b)

Martin Luther King Jr.: African American/Black civil rights leader of the 1950s and 1960s, from Atlanta, who opposed segregation. He believed in nonviolence and organized the March on Washington. He received a Nobel Peace Prize in 1964. He was assassinated on April 4, 1968. Martin Luther King Jr. Day is a federal holiday honoring his date of birth. (SS8H11b)

John Lewis: A civil rights leader who was chairman of the Student Nonviolent Coordinating Committee (SNCC) and organized the 1963 March on Washington. He has served as a U.S. Representative for Georgia's 5th congressional district since 1987. (SS8H11b)

Lester Maddox: A segregationist who rose to fame after refusing to serve African Americans/Blacks in his restaurant. After a long legal battle, Maddox closed his restaurant rather than desegregate it. He later became governor of Georgia and softened his views on civil rights. His administration saw improved conditions for minorities in the state, and he later served as lieutenant governor under Jimmy Carter. (SS8H11c)

March on Washington: On August 28, 1963, approximately 250,000 people, mostly African American/Black, gathered before the Lincoln Memorial in Washington, DC, to demand equal protection under the law for African Americans/Blacks. It was at this event that Martin Luther King Jr. gave his famous "I Have a Dream" speech. (SS8H11b)

Sibley Commission: A commission charged by Governor Ernest Vandiver Jr. with studying segregation in the state of Georgia. The commission laid the groundwork for the end of state resistance to forced integration. (SS8H11a)

Southern Christian Leadership Conference (SCLC): A partnership of civil rights organizations and churches that worked for desegregation and other civil rights. The SCLC, led by Martin Luther King Jr. promoted nonviolent direct action to meet its goals. (SS8H11b)

Student Nonviolent Coordinating Committee (SNCC): An organization formed in 1960 to further the cause of equal rights for minorities. It is most famous for organizing sit-ins at universities, and freedom rides into the South. (SS8H11b)

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Sample Item 18

Item 18

Selected-Response

What was a major effect of the March on Washington?

A. It led to the creation of the Sibley Commission.
B. It led to the president enacting most of the marchers' demands.
C. It helped many of the march's leaders to win political campaigns.
D. It created momentum for the passage of the Civil Rights Act of 1964.

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Unit 10: Modern Georgia

In this unit, you will learn about modern-day Georgia. You will learn about the development of Atlanta under mayors Maynard Jackson and Andrew Young. You will learn about the Olympic Games of 1996, and you will study President Jimmy Carter and his many contributions to the state and the nation. You will also learn about Georgia's role in the national and global economy of the 21st century.

KEY TERMS

Maynard Jackson: First African American/Black mayor of Atlanta and of a major southern city. He served three terms. (SS8H12a)

Olympic Games of 1996: Held in Atlanta, Georgia, the Summer Games brought international attention to the state. The Games are estimated to have brought over $5 billion into the city of Atlanta. The economic boost resulted in improved housing, sidewalks, and roads and in the construction of new sports venues in the city. (SS8H12c)

Transportation: Today, there are four major systems of transportation in Georgia that work together to move goods throughout the state, the nation, and the world. These are the interstate highway system, Hartsfield-Jackson Atlanta International Airport, Georgia's deep-water ports, and the state's railroads. All four systems enable goods to enter and leave the state with relative ease. (SS8E1a)

Andrew Young: An African American/Black minister and activist from Georgia who served as a representative for Georgia's 5th District, mayor of Atlanta, president of the National Council of the Churches of Christ in the USA, and U.S. ambassador to the United Nations. (SS8H12a)

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KEY IDEAS

Jimmy Carter

Georgia native Jimmy Carter began his career in the U.S. Navy. After leaving the military, Carter, by then married and with three children, took over the family peanut farm.

In 1962, Carter jumped into local politics. He ran for the state senate, losing at first. He challenged the results, and when they were revealed to have been illegally tampered with by a local sheriff, another vote was held and Carter won.

After running for governor and losing, Carter returned to farming. Four years later, he again ran for governor, but this time he won. Carter's major accomplishments as governor include reorganizing state government; improving Georgia's educational, justice, and mental health systems; and appointing many women and minorities to governmental positions.

In 1976, Carter threw his hat into the presidential ring. A relative unknown at first, he became the frontrunner by mid-March of that year. In November, he won the election against incumbent president Gerald Ford with 50.1% of the vote. His presidency proved controversial, but he did oversee the creation of over 10 million jobs. Additional achievements as president include the Camp David Accords between Egypt and Israel and the Strategic Arms Limitation Treaty (SALT II) with the Soviet Union.

Despite losing reelection to Ronald Reagan in a landslide in 1980, Carter has kept busy in his later years. In addition to teaching, lecturing, and writing multiple books, he established the Carter Center in Atlanta in 1982. The purpose of the center is to fight human rights abuses, human trafficking, and disease worldwide. In 2002, he was awarded the Nobel Peace Prize. He is one of only four presidents to win the prize and the only one to do so for work not related to his presidency. (SS8H12b)

Georgia's Role in the National and Global Economy

Georgia has a key role in the national and global economy of the 21st century. Three of the state's top industries are tourism, shipping, and film production. Tourism, from domestic and foreign visitors, recently produced an economic impact of $59 billion, supported over 400,000 jobs, and generated $3 billion in tax revenue for the state.

Savannah is the fastest-growing container port and handles millions of container units for thousands of U.S. businesses. Construction is currently underway for an expansion of the port to accommodate larger vessels, thus increasing Georgia's role in domestic and international trade.

The film industry also contributes significantly to the global economy: Georgia ranks third in the nation for film and television production, creating a $7 billion impact in 2016. Financial incentives, industry professionals, diverse film locations, and numerous other support services contribute to this rapid growth. (SS8H12d)

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Sample Items 19–21

Item 19

Selected-Response

How has Jimmy Carter contributed to the area of human rights?

A. He worked for human rights as a constitutional lawyer in Georgia.
B. He drafted human rights legislation when he was Georgia's governor.
C. He rescued victims of human rights abuses when he was a naval officer.
D. He helped build democracies that protect human rights after his presidency.

Item 20

Selected-Response

Which Atlanta event contributed MOST to making it an "international city"?

A. hosting the Olympic Games
B. sponsoring jazz music festivals
C. supporting the Civil Rights Movement
D. building a public transportation system

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Item 21

Drag-and-Drop Technology-Enhanced

The list in the box describes one accomplishment of Mayor Andrew Young. Complete the list by moving the THREE additional accomplishments of Mayor Young into the box.

Accomplishments of Atlanta Mayor Andrew Young

- hosted the Democratic National Convention
-
-
-

led the expansion of Atlanta's airport

attracted new businesses to the region

brought professional sports teams to the city

worked to bring the Olympic Games to the city

led the development of Atlanta's rapid transit system

brought billions of dollars of investment to Atlanta

Use a mouse, touchpad, or touchscreen to move the correct accomplishments into the box. The accomplishments can be placed in any order in the box. Some accomplishments will not be used.

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Unit 11: State and Local Government

In this unit, you will focus on the state and local government systems. You will learn about laws and the separation of powers. You will study the justice system and the courts and learn something about criminal law and the state's constitution.

KEY TERMS

Executive branch: The branch of government tasked with enforcing the law. It is headed by the governor and includes the aspects of government that cover public safety, education, transportation, human resources, and economic development. It also includes state agencies and law enforcement. (SS8CG3a, b)

General Assembly: Georgia's legislative branch of government is bicameral, meaning it has two houses. Those two houses are the Georgia House of Representatives and the Georgia Senate. Each of the General Assembly's 236 members is elected directly by the people of his or her district and serves a two-year term. Each member must be a resident of the district that he or she represents, must have been a resident of the state for at least two years, and must be at least 25 years of age. The General Assembly includes committees that study and examine issues pertaining to bills before they are presented to the entire Assembly. The ultimate job of the Assembly is to craft the state's laws. (SS8CG2a, b, c, d)

Georgia's state constitution: The Georgia state constitution consists of a preamble, a bill of rights, articles, and amendments. It divides government into three branches: the legislature, which is bicameral; the judiciary, which is headed by the state supreme court; and the executive, which is presided over by the governor. Checks and balances among the branches prevent any one branch from becoming too powerful. (SS8CG1a, b)

Governor: The leader of the executive branch of state government. In Georgia, the governor is tasked with signing bills into law or vetoing them; appointing leaders to various state agencies; and overseeing the state's affairs in general. Candidates for governor must be at least 30 years old when taking office, must have been a U.S. citizen for 15 years, and must have been a resident of the state for at least 6 years. Each term is limited to four years, and individuals are limited to two consecutive terms. (SS8CG3a)

Judicial branch: The branch of government tasked with applying and interpreting laws in the state. It consists of the state Supreme Court, a Court of Appeals, Juvenile Courts, Superior Courts, and additional lower courts. (SS8CG4a, b)

Legislative branch: The branch of government tasked with creating laws for the state. It consists of the Georgia General Assembly. (SS8CG2a, c)

Lieutenant governor: As both the leader of the Senate and the second-in-command of the state, the lieutenant governor is a member of both the legislative and executive branches. He or she is elected by popular vote and reports to the governor. If the governor dies in office, the lieutenant governor assumes the role of governor for the remainder of the term. As president of the Senate, he or she guides bills through the General Assembly but does not vote on them. Each term is four years in length, and candidates must meet the same requirements as candidates for governor. Unlike the governor, the lieutenant governor can run for an unlimited number of terms. (SS8CG3a)

Local government: In Georgia, local government is divided between counties and cities. The counties are overseen by either a single commissioner or a committee of multiple commissioners, who are elected to terms lasting anywhere from two to six years. They hold both legislative and executive power. Cities are mostly governed by a mayor and a city council. (SS8CG6a, b)

Special purpose governments: Districts usually created by cities or counties as "city business improvement" districts. (SS8CG6a)

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KEY IDEA

State Revenue

State revenue is the money gathered by the state to pay its bills. This money can be collected through a sales tax charged to customers when they purchase a product, a federal grant given to the state for a specific purpose, personal income taxes collected from an individual from the money he or she makes in a year, and property taxes collected from individuals who own property. The money that is collected is then spent on such things as police officers, firefighters, judges, statewide officeholders, programs designed to benefit members of the state, and so on. (SS8CG2d)

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Sample Items 22–24

Item 22

Drag-and-Drop Technology-Enhanced

Complete the list by moving and placing the correct phrase into the box.

Some Powers of the Georgia Governor

- can veto legislation
- enforces the state's laws
- oversees the state's executive branch
-

passes the state's operating budget

commands the state's military forces

holds trials in civil and criminal cases

votes on proposed constitutional amendments

Use a mouse, touchpad, or touchscreen to move the correct phrase into the box.

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Item 23

Selected-Response

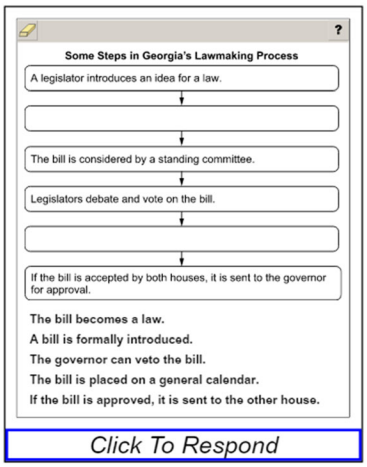
Throughout much of its history, Georgia has had a mostly rural population. How has this affected the development of government in the state?

A. It has concentrated power in city governments.
B. It has increased the powers of county governments.
C. It has increased government representation in urban areas.
D. It has led to the creation of many special-purpose governments.

Item 24

Drag-and-Drop Technology-Enhanced

Complete the diagram by moving and placing the correct steps into the TWO empty boxes.



Due to the size of the response area, this item has a "Click To Respond" button on the screen. Clicking this button with your mouse or tapping with your finger will bring up the response area at full size.

Go on to the next page to finish item 24.

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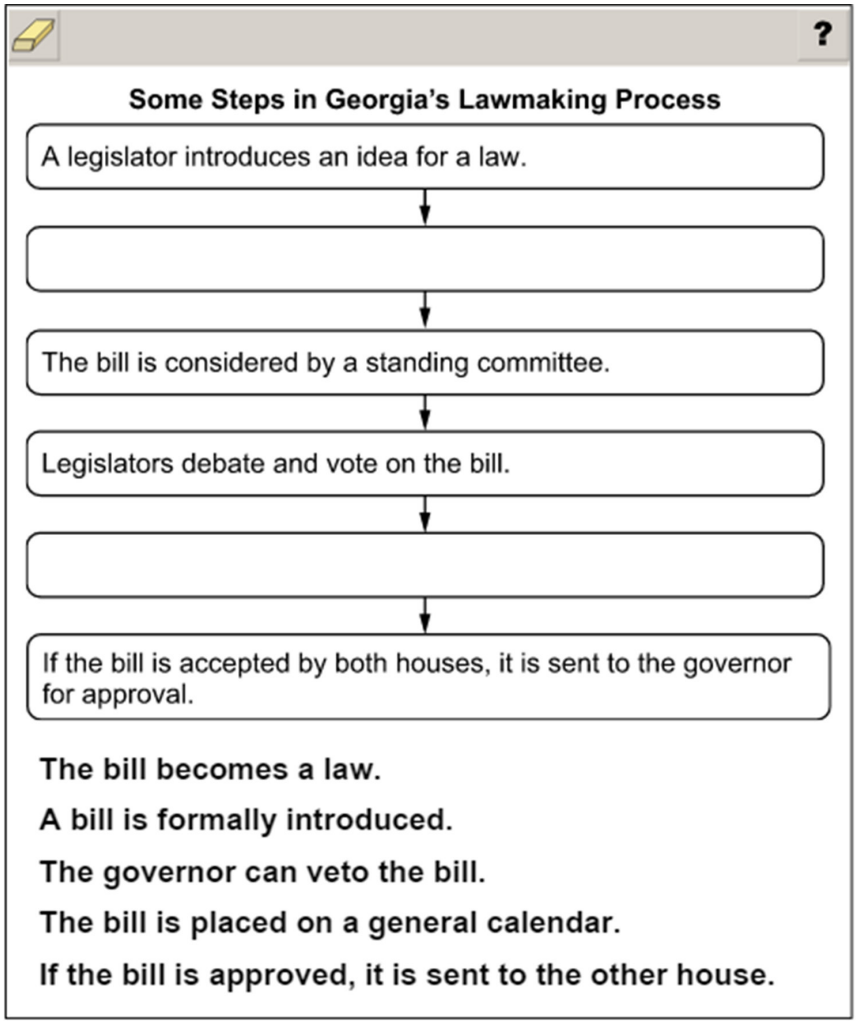
Item 24. ***Continued.***



Use a mouse, touchpad, or touchscreen to move the two missing steps into the correct boxes in the diagram. Some steps will not be used.

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Unit 12: Adult and Juvenile Justice Systems

In this unit, you will learn about the adult and juvenile justice systems. You will read about civil and criminal law and the court system.

KEY TERMS

Adult criminal justice system: A system of law enforcement tasked with apprehending, prosecuting, defending, sentencing, and punishing adults who are suspected or convicted of committing crimes. (SS8CG4d)

Civil law: A body of laws that relates to the resolution of legal issues between private individuals which can involve money damages. (SS8CG4c)

Court system: Georgia's judicial branch is divided into trial and appellate courts overseen by a supreme court. Trial courts are concerned with cases that are tried; appellate courts hear appeals from those trial courts. Many judges are chosen by voters in nonpartisan elections, while others are appointed. Midterm vacancies are filled by the governor. One role filled by the judicial branch in Georgia is the interpretation of laws. Courts must sometimes decide whether a law meets the standards set by the state constitution. (SS8CG4a, b)

Criminal law: A body of laws that relates to criminal acts, which can involve the loss of rights and imprisonment. (SS8CG4c)

Delinquent behavior: A type of behavior committed by a juvenile (a person 16 years old or younger) that would be considered criminal if committed by an adult. Theft is an example of delinquent behavior. (SS8CG5a)

Juvenile justice system: A system of justice that treats juveniles differently than adults. It is controlled by the juvenile code and is administered by juvenile courts. (SS8CG5a, b, c)

Unruly behavior: A type of behavior committed by a juvenile that would not be considered criminal if committed by an adult. Truancy is an example of unruly behavior. (SS8CG5a)

Sample Items 25–27

Item 25

Selected-Response

Which right do all juveniles have when taken into custody?

A. the right to a fair trial
B. the right to be judged as an adult
C. the right to have a jury of juvenile peers
D. the right to a lesser sentence than an adult

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Item 26

Selected-Response

Which action by a juvenile would be considered delinquent behavior under Georgia law?

A. stealing from a store
B. being out after curfew
C. disobeying family rules
D. being truant from school

Item 27

Multi-Select Technology-Enhanced

Civil law and criminal law have similarities and differences. Select the TWO statements that are true ONLY about civil law.

A. Trials are held in superior courts.
B. Juries can determine the outcome of a trial.
C. A plaintiff brings a lawsuit against a defendant.
D. A government brings charges against a defendant.
E. A defendant can be sentenced to serve time in prison.
F. A private party tries to settle a disagreement with another private party.

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Unit 13: Personal Finance

In this unit, you will learn about personal finance. You will read about income, budgets, saving, and the uses and risks of debt.

KEY TERMS

Credit: An arrangement to obtain money, goods, or services with a promise to pay later, usually with added interest. (SS8E3d)

Debt: An amount of money that is owed to an individual or institution. (SS8E3d)

Household budget: A finance plan that tracks a household's income and general living expenses. (SS8E3b)

Income: The money a person earns through work or investments. (SS8E3a)

Risk: The possibility of financial loss. People who invest in stocks or bonds, for example, run the risk of losing their invested money. (SS8E3d)

Savings: Money a person or institution sets aside. Money saved in a bank earns interest over time. (SS8E3c)

Sample Items 28–31

Item 28

Selected-Response

Which of these is an example of income?

A. Ali buys a new pair of brand-name sneakers.
B. Sam takes out a loan to pay for his tuition for college.
C. Maria puts money into a savings account at her local bank.
D. Timothy earns an hourly wage working at a fast-food restaurant.

Item 29

Selected-Response

Which phrase describes a significant risk associated with mishandling credit?

A. paying more sales taxes
B. paying higher interest rates
C. receiving higher credit scores
D. receiving more credit card offers

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Item 30

Multi-Part Technology-Enhanced

Read the information in the box.

> Matt and Jenna are married. They each have jobs that allow them to pay their bills and save money each month. They would like to have children in the next few years.

Part A

Based on the circumstances described in the box, which type of debt would probably be the MOST reasonable for Matt and Jenna to incur?

A. using a credit card to pay for an extended vacation
B. getting a loan from a bank to buy a new sports car
C. using a credit card to buy the latest personal electronics
D. getting a loan from a mortgage company to purchase a home

Part B

What would be the MOST LIKELY risk to Matt and Jenna if they were to incur debt?

A. having fewer job opportunities
B. having to decline credit card offers
C. being unable to save for emergencies
D. being unable to establish a household budget

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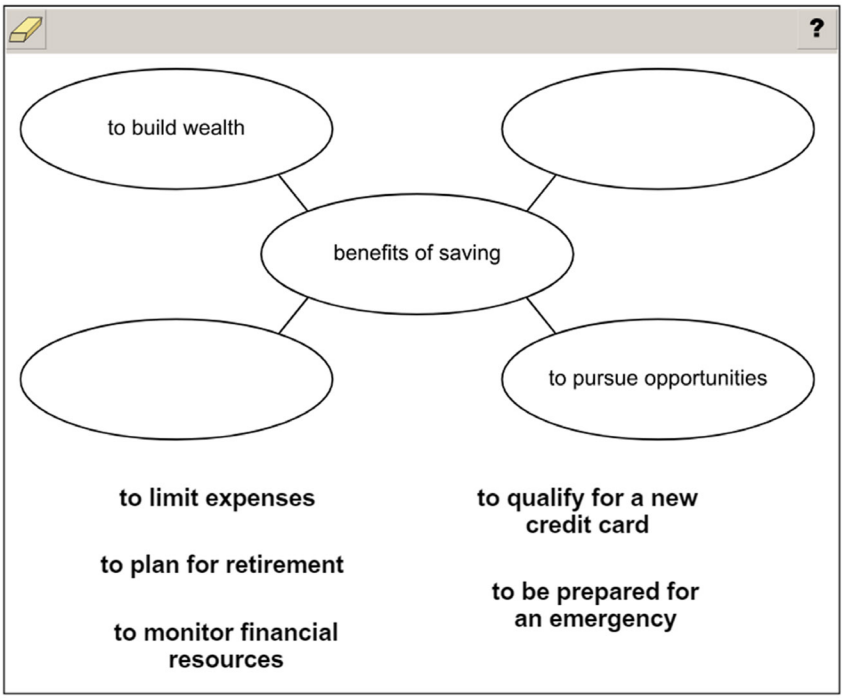
Item 31

Drag-and-Drop Technology-Enhanced

Complete the diagram by moving and placing the TWO correct phrases into the empty ovals.



Use a mouse, touchpad, or touchscreen to move the correct phrases into the empty ovals. The phrases can be placed in either oval. Some phrases will not be used.

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SOCIAL STUDIES ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	SS8H1a	2	N/A	See scoring rubric and exemplar response on page 287.
2	SS8G1c	2	C	The correct answer is choice (C) Coastal Plain. The Okefenokee Swamp is located in this region. Choices (A), (B), and (D) are the names of other Georgia regions.
3	SS8G1b	1	N/A	See scoring rubric and exemplar response on page 288.
4	SS8H1b	3	C	The correct answer is choice (C) The Spanish, French, and British all had economic interests in the Southeast. The conclusions in choices (A), (B), and (D) are not supported by the chart.
5	SS8H1c	2	C	The correct answer is choice (C) European exploration and colonization. Choices (A), (B), and (D) are incorrect because although some of the conditions listed in the box were caused by these events, only European exploration and colonization caused all of them.
6	SS8H3c	2	B	The correct answer is choice (B) to end the British military occupation of the city. Choice (A) is incorrect because there was no boycott of British products. Choice (C) is incorrect because, although Savannah, like most American cities, had both Loyalists and Patriots, the main objective of the siege was to end British occupation. Choice (D) is incorrect because this was not a goal of the Continental Army.
7	SS8H4c	2	C	The correct answer is choice (C) Cotton could be processed much faster, leading to an increase in demand for slave labor. Choices (A), (B), and (D) are incorrect because they are unrelated to the cleaning of cotton for the mills.
8	SS8H5b	2	B	The correct answer is choice (B) The March to the Sea destroyed Georgia's agriculture and roads, devastating the state's economy. Choices (A) and (C) are incorrect because Sherman was a Union general, not a Confederate general. Choice (D) is incorrect because the March to the Sea was not the first time that the Union army entered Georgia.
9	SS8H6d	2	N/A	See scoring rubric and exemplar response on page 289.

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Item	Standard/ Element	DOK Level	Correct Answer	Explanation
10	SS8H7b	2	C	The correct answer is choice (C) African Americans/ Blacks were restricted from entering many public places. Choice (A) is incorrect because *Plessy v. Ferguson* enforced segregation and did not promote African American/ Black business owners. Choice (B) is incorrect because African Americans/Blacks were not necessarily forced to work in the fields. Choice (D) is incorrect because African American/Black students attended college throughout the post–Civil War era.
11	SS8H7a	2	N/A	See scoring rubric and exemplar response on page 290.
12	SS8H8b	2	A	The correct answer is choice (A) cotton farmers. Choices (B), (C), and (D) are incorrect because an insect that attacked cotton plants would not affect these populations as much as it would affect cotton farmers.
13	SS8H8d	2	A	The correct answer is choice (A) President Roosevelt traveled to Warm Springs frequently to recover from complications of polio. Choice (B) is incorrect because President Roosevelt spent most of the World War II years in the nation's capital. Choice (C) is incorrect because although President Roosevelt conceived of some New Deal programs while visiting Georgia, the state was not a testing ground for its programs. Choice (D) is incorrect because Georgia Governor Talmadge was an opponent of President Roosevelt's New Deal policies.
14	SS8H8e	3	D, F	The correct answers are choice (D) records showing the number of CCC participants, and choice (F) estimates of the value of CCC improvements to public lands. Choices (A), (B), (C), and (E) are incorrect because although these pieces of evidence would provide information about the CCC and the program's participants, they would not be especially useful in determining whether the CCC had been successful in meeting the goals listed in the passage.
15	SS8H10a	2	B	The correct answer is choice (B) Many small farms were consolidated into larger farms, causing thousands of farmers to move to the cities. Choice (A) is incorrect as changes in agricultural practices led people to live in urban areas rather than in rural areas. Choice (C) is incorrect because droughts did not reduce agricultural productivity at this time or force farm workers to move to cities and suburbs. Choice (D) is incorrect because the growth of cotton decreased during this period.

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Item	Standard/ Element	DOK Level	Correct Answer	Explanation
16	SS8H10b	2	B	The correct answer is choice (B) He helped implement peaceful integration of the city schools. Choices (A), (C), and (D) are incorrect because these were accomplishments of other Atlanta mayors.
17	SS8H10a	3	D, B	**Part A** The correct answer for Part A is choice (D) an increased use of agricultural technology. Choice (A) is incorrect because urban and suburban areas grew during this time period. Choice (B) is incorrect because although the boll weevil did cause widespread damage to Georgia's farms, this occurred during an earlier time period. Choice (C) is incorrect because although drought did affect parts of the United States during the 1930s, this was not a cause of the reduction in farms in Georgia in the post-World War II period. **Part B** The correct answer for Part B is choice (B) There was a population shift to urban areas of the state. Choice (A) is incorrect because many farm workers lost their jobs during this time period. Choice (C) is incorrect because any immigrants were more likely to move to urban areas where there were more jobs. Choice (D) is incorrect because although there were fewer farms, they were more productive and a growing population would have continued demand for farm products.
18	SS8H11b	2	D	The correct answer is choice (D) It created momentum for the passage of the Civil Rights Act of 1964. Choice (A) is incorrect because the Sibley Commission's work took place before the March on Washington. Choice (B) is incorrect because demands for increased civil rights were not assured until the passage of the Civil Rights Act of 1964 under a new president. Choice (C) is incorrect because, while some of the leaders of the march did win political office, this was not the major effect of the march.
19	SS8H12b	2	D	The correct answer is choice (D) He helped build democracies that protect human rights after his presidency. Choice (A) is incorrect because he never worked as a constitutional lawyer. Choice (B) is incorrect because he never drafted human rights legislation as governor. Choice (C) is incorrect because, although he served in the U.S. Navy, he did not rescue victims of human rights abuses.

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Item	Standard/ Element	DOK Level	Correct Answer	Explanation
20	SS8H12c	2	A	The correct answer is choice (A) hosting the Olympic Games. Choices (B), (C), and (D) are incorrect because although they are events associated with Atlanta, they did not have an international component.
21	SS8H12a	2	N/A	See scoring rubric and exemplar response on page 291.
22	SS8CG3a	2	N/A	See scoring rubric and exemplar response on page 292.
23	SS8CG6a	2	B	The correct answer is choice (B) It has increased the powers of county governments. Choice (A) is incorrect because rural areas depended more on county governments than on city governments. Choice (C) is incorrect because rural areas did not result in an increase in urban representation. Choice (D) is incorrect because special-purpose governments are not necessarily associated with rural areas.
24	SS8CG2c	2	N/A	See scoring rubric and exemplar response on page 293.
25	SS8CG5b	1	A	The correct answer is choice (A) the right to a fair trial. Choices (B) and (D) are incorrect because they are true only in some circumstances. Choice (C) is incorrect because juvenile cases are judged in the juvenile court and not by a jury of juveniles.
26	SS8CG5a	2	A	The correct answer is choice (A) stealing from a store. Choices (B), (C), and (D) are incorrect because these describe actions that are considered unruly rather than delinquent behavior under Georgia law.
27	SS8CG4c	3	C, F	The correct answers are choice (C) A plaintiff brings a lawsuit against a defendant, and choice (F) A private party tries to settle a disagreement with another private party. Choices (A) and (B) are incorrect because they are true about both civil and criminal law. Choices (D) and (E) are incorrect because they are true only about criminal law.
28	SS8E3a	2	D	The correct answer is choice (D) Timothy earns an hourly wage working at a fast-food restaurant. Choice (A) is an example of spending. Choice (B) is an example of credit. Choice (C) is an example of saving.
29	SS8E3d	2	B	The correct answer is choice (B) paying higher interest rates. Choice (A) is incorrect because mishandling credit is not associated with more sales taxes. Choice (C) is incorrect because mishandling credit would likely lower one's credit score. Choice (D) is incorrect because people with poor credit usually receive fewer credit card offers.

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Item	Standard/ Element	DOK Level	Correct Answer	Explanation
30	SS8E3d	3	D, C	**Part A** The correct answer for Part A is choice (D) getting a loan from a mortgage company to purchase a home. Choices (A), (B), and (C) are incorrect because these are considered luxuries rather than needs. **Part B** The correct answer for Part B is choice (C) being unable to save for emergencies. Choice (A) is incorrect because incurring debt does not necessarily result in fewer job opportunities. Choice (B) is incorrect because declining credit card offers is not considered a particular risk. Choice (D) is incorrect because incurring debt does not prevent someone from establishing a household budget.
31	SS8E3c	2	N/A	See scoring rubric and exemplar response on page 294.

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SOCIAL STUDIES EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 1

Scoring Rubric

Points	Description
2	The student correctly selects both drop-down menu options.
1	The student correctly selects one drop-down menu option.
0	The student correctly selects no drop-down menu options.

Exemplar Response

The correct response is shown below.

The Mississippians were American Indians who lived in Georgia when Europeans first arrived in the mid-1500s. These Indians had several unique characteristics. Their shelters were mostly made from [sticks and mud or clay ▾]. They obtained most of their food by [growing crops ▾].

The correct responses are “sticks and mud or clay” and “growing crops.” The Mississippians constructed one-room, circular wattle and daub shelters, with walls made from interwoven sticks covered with mud or clay. They also practiced agriculture, growing corn and other crops.

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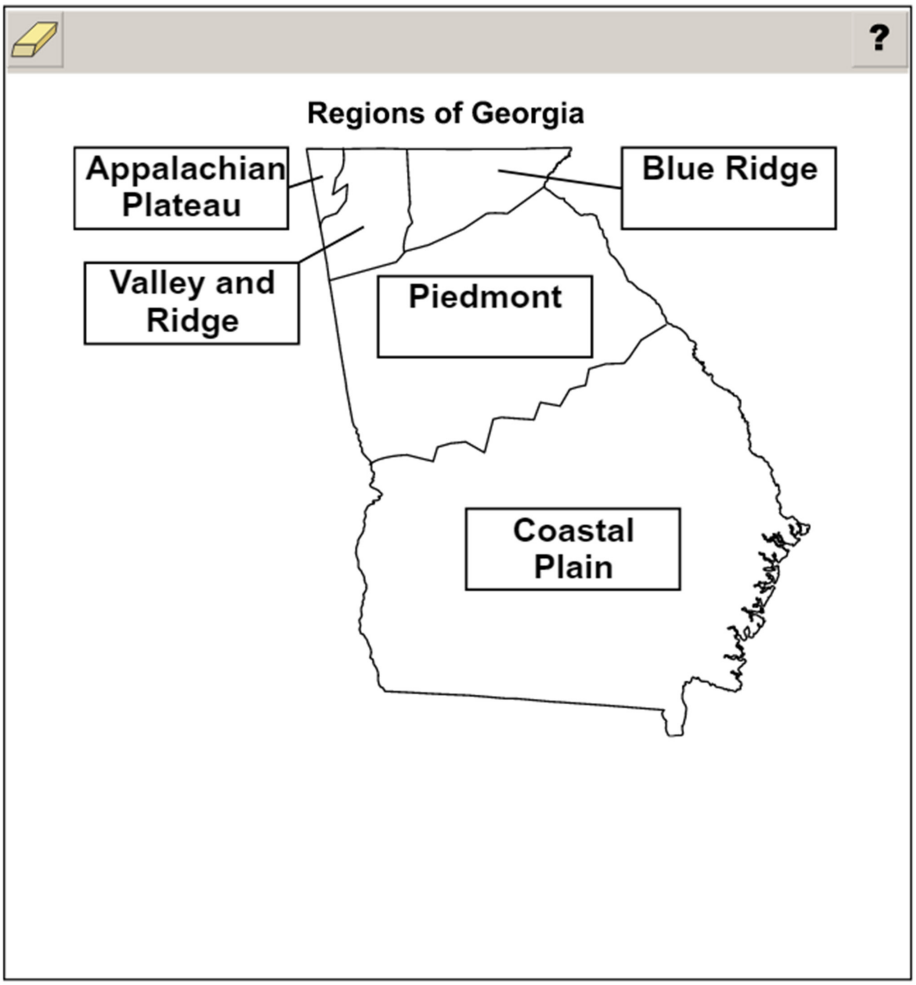
Item 3

Scoring Rubric

Points	Description
2	The student correctly labels all five regions.
1	The student correctly labels two, three, or four regions.
0	The student correctly labels one or no regions.

Exemplar Response

The correct response is shown below.



The Georgia region located in the northwestern corner of the state is the Appalachian Plateau. Bordering this region to the east is the Valley and Ridge region. The region in the northeastern corner is the Blue Ridge region. The middle region is the Piedmont, and the southernmost region is the Coastal Plain. Incorrect responses would consist of placing labels in the wrong regions or not labeling one or more regions.

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Item 9

Scoring Rubric

Points	Description
1	The student correctly selects the drop-down menu option.
0	The student does not correctly select the drop-down menu option.

Exemplar Response

The correct response is shown below.

During Reconstruction, Democrats in the Georgia General Assembly expelled the recently elected African American/Black members. One reason for this action was [to gain political power ▾].

The correct response is “to gain political power.” The Democrats, along with their white Republican supporters, voted for this expulsion to maintain their political power and to deny the rights of African Americans/Blacks.

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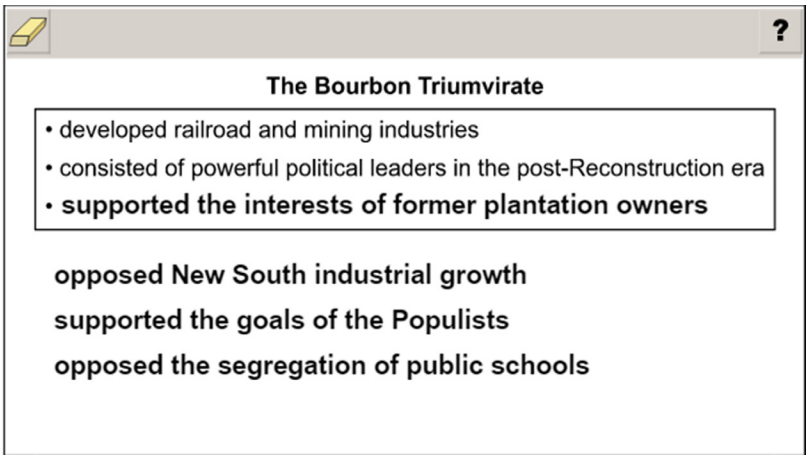
Item 11

Scoring Rubric

Points	Description
1	The student correctly completes the list.
0	The student does not correctly complete the list.

Exemplar Response

The correct response is shown below.



The correct response is “supported the interests of former plantation owners.” The Bourbon Triumvirate was a group of three politicians (Joseph E. Brown, Alfred H. Colquitt, and John B. Gordon) who had an important influence on Georgia during the New South Era. Their goals included developing railroad and mining industries, lowering taxes, and supporting the interests of former plantation owners.

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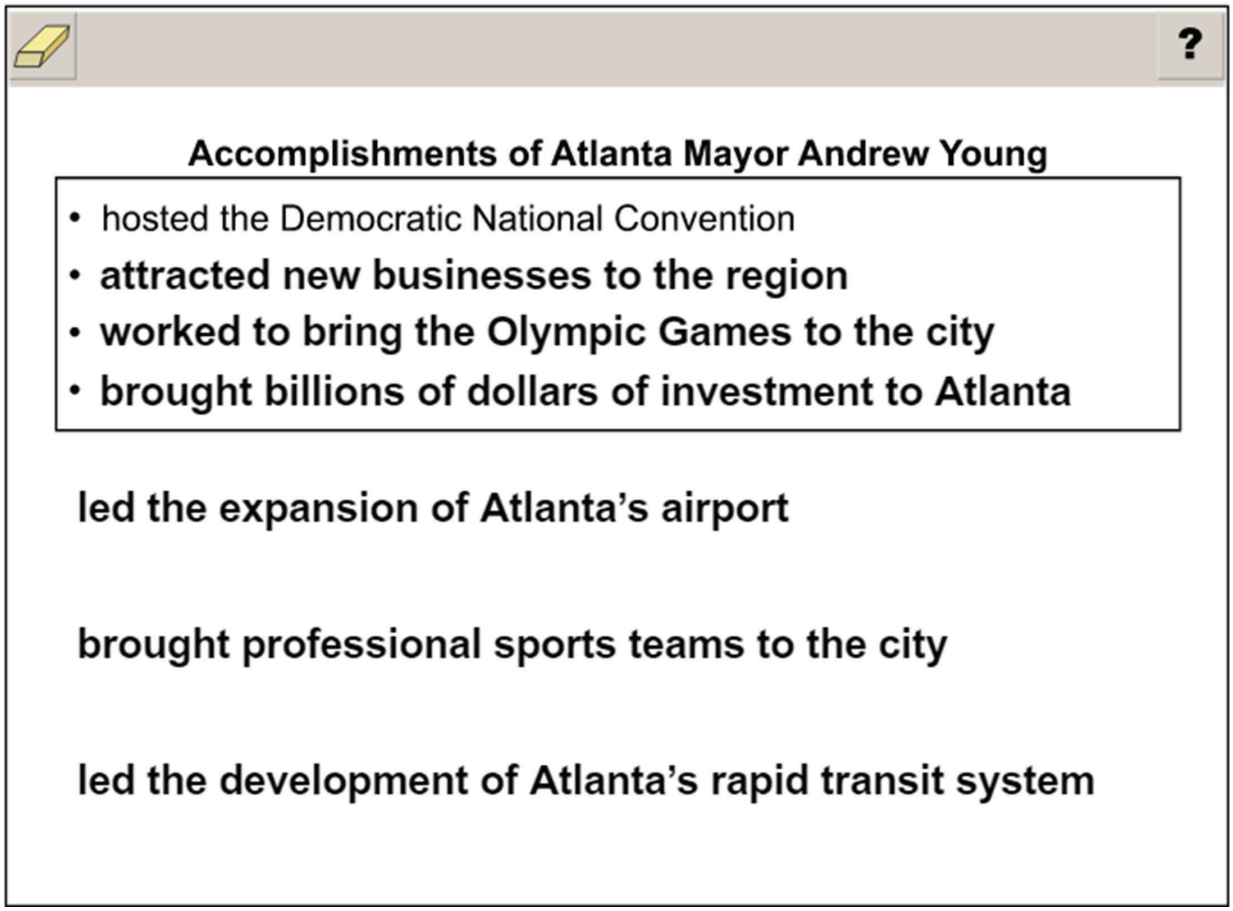
Item 21

Scoring Rubric

Points	Description
2	The student correctly identifies three accomplishments.
1	The student correctly identifies two accomplishments.
0	The student correctly identifies one or no accomplishments.

Exemplar Response

The correct response is shown below.



The correct responses are "attracted new businesses to the region," "worked to bring the Olympic Games to the city," and "brought billions of dollars of investment to Atlanta." Mayor Young brought more than 1,000 new businesses and one million jobs to the region. While mayor, Young initiated a campaign to host the Olympic Games and later became co-chairman of the 1996 Olympic Games in Atlanta. Young also brought billions of dollars of new investment to Atlanta. The response "led the expansion of Atlanta's airport" is incorrect because Young was not involved in that effort. Another Atlanta mayor, Maynard Jackson, was instrumental in leading the expansion of Atlanta's airport. The response "brought professional sports teams to the city" was an accomplishment of Atlanta mayor Ivan Allen Jr. The response "led the development of Atlanta's rapid transit system" is incorrect, as it refers to an accomplishment of Atlanta mayor Maynard Jackson.

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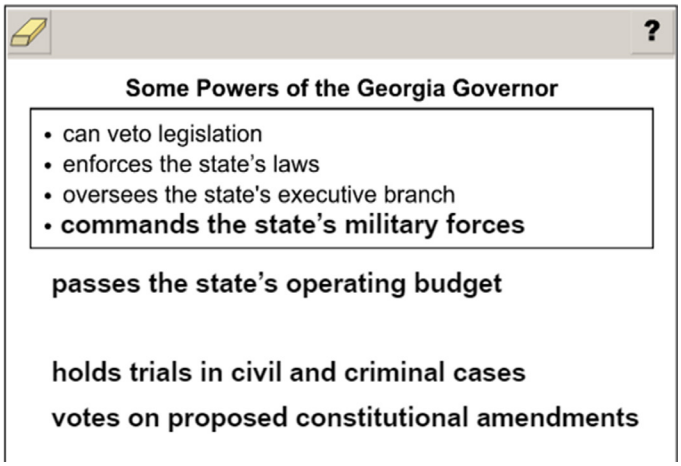
Item 22

Scoring Rubric

Points	Description
1	The student correctly completes the list.
0	The student does not correctly complete the list.

Exemplar Response

The correct response is shown below.



The correct response is “commands the state’s military forces.” The governor of Georgia is the commander in chief of the state’s National Guard and the Georgia State Patrol. The governor may call these organizations into service during an emergency or in other special situations.

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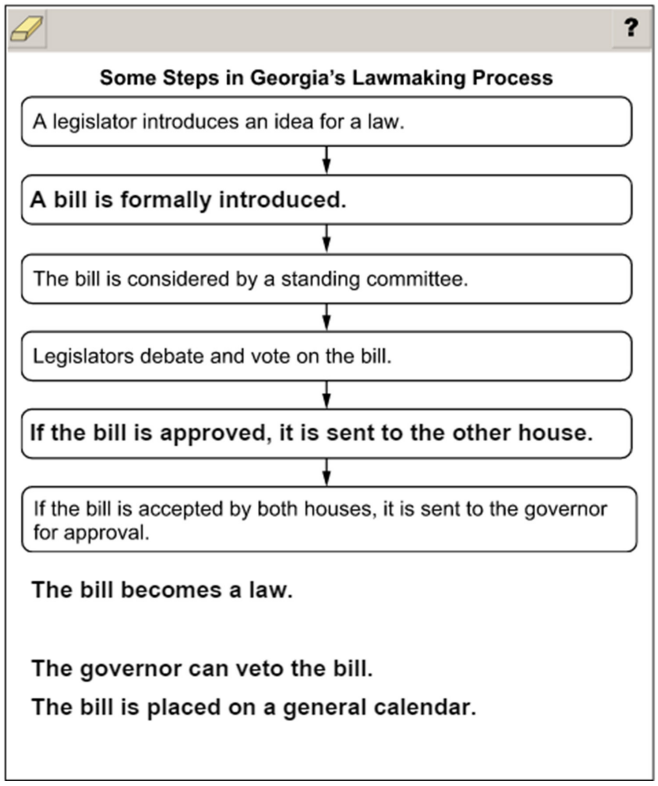
Item 24

Scoring Rubric

Points	Description
2	The student correctly completes two steps.
1	The student correctly completes one step.
0	The student does not correctly complete any step.

Exemplar Response

The correct response is shown below.



The correct response for the first blank box is "A bill is formally introduced." This step occurs after a legislator introduces an idea for a law and files a bill with the Clerk of the House or the Secretary of the Senate. After that, the bill is formally introduced. The correct response for the second blank box is "If the bill is approved, it is sent to the other house." The other house will follow the lawmaking process and will have to pass the bill for it to go to the governor for approval. The responses "The bill becomes a law" and "The governor can veto the bill" are steps that occur after the bill is passed by both houses of the legislature. The response "The bill is placed on a general calendar" is a step that occurs before it is approved by either the House or the Senate.

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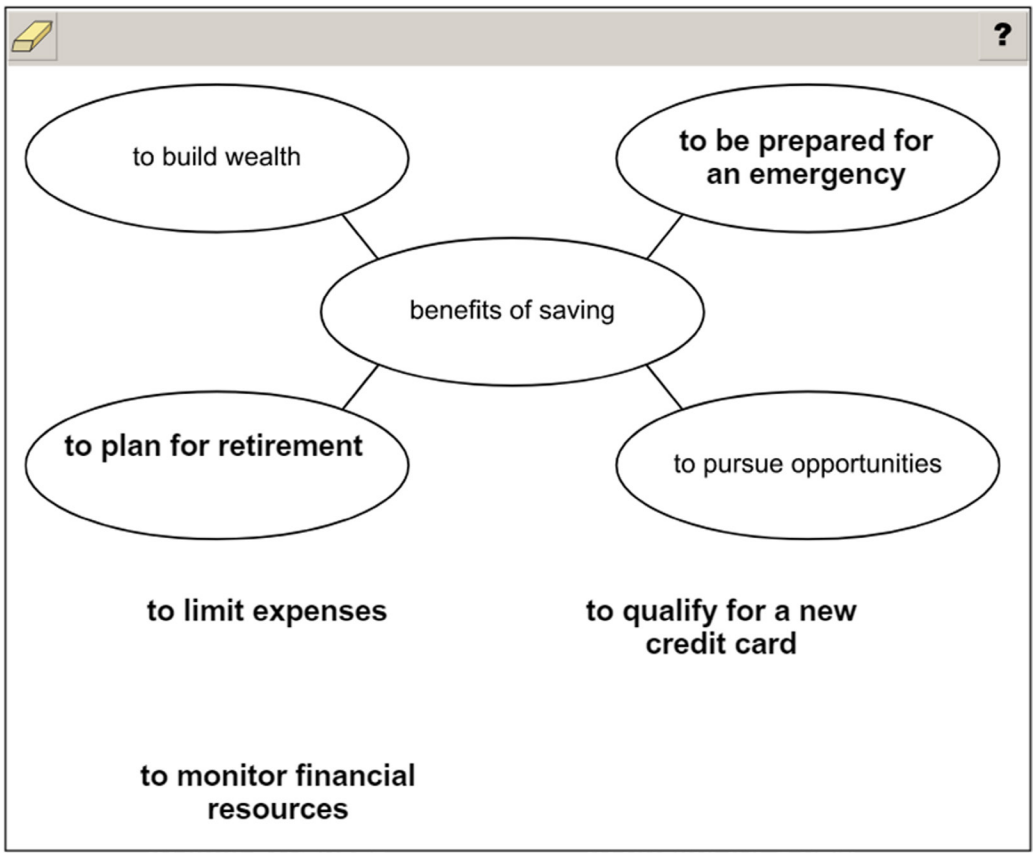
Item 31

Scoring Rubric

Points	Description
2	The student correctly identifies two benefits.
1	The student correctly identifies one benefit.
0	The student does not correctly identify any benefits.

Exemplar Response

The correct response is shown below.



The correct responses that should be moved into the blank ovals in the diagram are “to plan for retirement” and “to be prepared for an emergency.” When people save money over time, they will be better prepared to support themselves when they no longer work and to pay for unexpected costs. The responses “to limit expenses” and “to monitor financial resources” are ways people can save and keep track of their finances, but they do not describe the benefits of saving. The response “to qualify for a new credit card” can help people in certain circumstances, but it does not describe a benefit of saving.

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ACTIVITY

The following activity develops skills in Unit 5: The Civil War.

Standard: SS8H6c

Impact of Reconstruction

I. Select one of the topics listed below:
   a. Freed slaves
   b. Plantation owners
   c. White sharecroppers
   d. Ku Klux Klan
   e. Freedmen's Bureau

II. Research the topic and note the following:
   a. The status of this group before the Civil War
   b. How the group was affected by the events of the Civil War
   c. How Reconstruction has changed the group's life (in positive and/or negative ways)
   d. How the group might feel about the changes Reconstruction brought to Georgia

III. Imagine that you lived in 1876. Based on your research, write a letter to your local newspaper giving your opinion on whether Reconstruction should be ended in the South. Be sure to cite evidence (based on your research) on how Reconstruction has affected Georgia.

This activity could be adapted to different eras in Georgia history. Possibilities include the following:

a. Georgia Exploration and British Colonization (American Indians, mission American Indians, Spanish, English, etc.)
b. Revolution (American Indians, enslaved Africans, Loyalists, Patriots, British soldiers)
c. Civil War (enslaved Africans, soldiers' wives and sisters, soldiers, generals, plantation owners)
d. The New South (rural Georgians, urban Georgians, factory workers, sharecroppers, etc.)

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ACTIVITY

The following activity develops skills in Unit 11: State and Local Government.

Standard: SS8CG1

Rights of Citizens

Identify various rights of the citizens of Georgia.

Read the Georgia Constitution, Article I, Section 1. Identify 7–8 rights that may particularly apply to you.

Remember that citizens have rights and responsibilities.

Write down each right in a chart similar to the one below. Then discuss with a family member or friend what these rights mean, and note the meaning in the right column.

Right	What it means

1. Choose a particular right from the 7–8 rights selected.
2. Write a paragraph describing the significance of that right in your life or the lives of people you know. For example, the right to freedom of speech and of the press might mean that a newspaper can publish an editorial about a government leader, Maria can state her opinion at a public meeting, and Parker can write about his ideas in an Internet blog.
3. Share what you wrote with a family member or friend and discuss whether there are other examples of the significance of that right.

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APPENDIX: LANGUAGE PROGRESSIVE SKILLS, BY GRADE

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9-10.1a. Use parallel structure.								

* Subsumed by L.7.3a
† Subsumed by L.9-10.1a
‡ Subsumed by L.11-12.3a

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Study/Resource Guide
for Students and Parents
Grade 8
End-of-Grade