

Teacher Wraparound Edition



Indiana
Edition

The **American Journey**

Early Years

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Correlations to Grade 8 Indiana Academic Standards for Social Studies

Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p>Standard 1 History <i>Students will examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and founding era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.</i></p>		
<p>Historical Knowledge <i>The American Revolution and Founding of the United States: 1754 to 1801</i></p>		
<p>8.1.1 Identify major Native American Indian groups of eastern North America and describe early conflict and cooperation with European settlers and the influence the two cultures had on each other.</p>	<p>16, 20, 21, 22, 46, 47, 49–52, 61, 66, 69, 78, 81, 82, 105–106, 107, 112, 261, 262</p>	<p>18, 19, 21, 23, 44, 59, 62, 82, 106, 112, 261</p>
<p>8.1.2 Explain the struggle of the British, French, Spanish, and Dutch to gain control of North America during settlement and colonization.</p>	<p>50–52, 59, 60, 73, 74, 75, 77–82, 104, 105, 106</p>	<p>61, 73, 105, 106</p>
<p>8.1.3 Identify and explain the conditions, causes, consequences, and significance of the French and Indian War (1754–1763), and the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).</p>	<p>100, 101, 107, 108–112, 122–125, 126–129, 133–137</p>	<p>106, 109, 110, 111, 112, 123, 124, 125, 127, 128, 129, 133, 134</p>
<p>8.1.4 Identify fundamental ideas in the Declaration of Independence (1776) and analyze the causes and effects of the Revolutionary War (1775–1783), including enactment of the Articles of Confederation and the Treaty of Paris.</p>	<p>111, 112, 133–137, 138, 139, 141–142, 146–149, 152–159, 160–165, 168–173, 174–178, 180–181, 186–189, 190</p>	<p>133, 134, 139, 141, 142, 146, 147, 148, 149, 158, 161, 173, 176, 179, 188, 189</p>
<p>8.1.5 Identify and explain key events leading to the creation of a strong union among the thirteen original states and in the establishment of the United States as a federal republic.</p>	<p>187, 188, 189, 197, 198–199, 200–201, 204–210</p>	<p>188, 197, 198, 200, 201, 206</p>
<p>8.1.6 Identify the steps in the implementation of the federal government under the United States Constitution, including the First and Second Congresses of the United States (1789–1792).</p>	<p>197–199, 200, 201, 202–203, 253, 263</p>	<p>197, 201, 211</p>



Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
8.1.7 Describe the origin and development of political parties, the Federalists and the Democratic-Republicans, (1793–1801) and examine points of agreement and disagreement between these parties.	264, 265, 266, 267, 268, 270, 271	265, 266, 270, 271
8.1.8 Evaluate the significance of the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by the new president, Thomas Jefferson (1801).	277, 278, 279	277
8.1.9 Describe the influence of important individuals on social and political developments of the time such as the Independence movement and the framing of the Constitution.	102, 103, 125, 132, 133, 135, 136, 139, 140, 141, 142, 156, 161, 164, 165, 176–177, 194, 197, 210, 253, 255, 256, 257, 265, 266, 267	102, 103, 133, 198, 253
8.1.10 Compare differences in ways of life in the northern and southern states, including the growth of towns and cities in the North and the growing dependence on slavery in the South.	89–90, 92, 93, 94, 95, 389–393, 394–399, 400–403, 406–412, 476	89, 90, 93, 94, 390, 397, 398, 402, 407
<i>National Expansion and Reform: 1801 to 1861</i>		
8.1.11 Explain the events leading up to and the significance of the Louisiana Purchase (1803) and the expedition of Lewis and Clark (1803–1806).	280, 281, 282, 283, 284, 285	281, 282, 283, 284
8.1.12 Explain the main issues, decisions, and consequences of landmark Supreme Court cases.	279, 324, 344, 349, 458–459, 540, 602–607	279, 324, 459
8.1.13 Explain the causes and consequences of the War of 1812, including the Rush-Bagot Agreement (1818).	293, 294, 295, 296, 297, 298, 325	295, 296, 297
8.1.14 Examine the international problem that led to the Monroe Doctrine (1823) and assess its consequences.	325, 326, 611	326
8.1.15 Explain the concept of Manifest Destiny and describe its impact on westward expansion of the United States.	363, 364–365, 371, 373, 374, 376, 377, 379, 380, 381, 382, 383	363, 364, 365, 377, 380, 383
8.1.16 Describe the abolition of slavery in the northern states; conflict and compromises associated with westward expansion of slavery, such as the Missouri Compromise (1820), The Compromise of 1850, Kansas-Nebraska Act (1854); and the continued resistance to slavery by people such as Frederick Douglass, Harriet Tubman, William Lloyd Garrison, and Harriet Beecher Stowe.	322, 323, 324, 326, 327, 371, 409, 411, 421, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 435, 449, 450, 451, 452, 453, 454, 455, 456–461, 475	322, 327, 411, 425, 428, 430, 431, 432, 433, 449, 450, 453, 455, 458



Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
8.1.17 Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties, and constitutional government.	336, 337, 338, 339, 340, 341	337, 338, 340
8.1.18 Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist and social reform movements, and in sectional conflicts.	340, 341, 418–421, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 449–451, 454, 455, 464, 465, 468–469, 486, 487	340, 419, 426, 427, 428, 429, 435, 436, 439, 449, 450, 455, 467, 468, 469, 487
8.1.19 Explain the influence of early individual social reformers and movements.	418–421, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 486, 487	419, 427, 428, 436, 438
<i>The Civil War and Reconstruction Period: 1850 to 1877</i>		
8.1.20 Analyze the causes and effects of events leading to the Civil War, including development of sectional conflict over slavery.	451, 453, 454, 455, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466	455, 458, 459, 460, 466
8.1.21 Describe the importance of key events and individuals in the Civil War.	466, 475–479, 480–487, 492, 495, 496, 497, 499–505, 507–512	466, 475, 476, 485, 492, 493, 500, 501, 504, 508
8.1.22 Explain and evaluate the policies, practices, and consequences of Reconstruction, including the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.	509, 519, 520, 521, 523, 524, 525, 526, 527, 529, 530, 531, 535, 536, 537, 538, 539, 540	519, 520, 523, 524, 526, 529, 530, 539
8.1.23 Describe the conflicts between Native American Indians and settlers of the Great Plains.	361, 362, 547–548, 615	548
8.1.24 Identify the influence of individuals on political and social events and movements such as the abolition movement, the <i>Dred Scott</i> case, women rights, and Native American Indian removal.	342, 343, 344, 345, 346, 347, 418–421, 424–431, 432–433, 434–438, 458–459, 460, 461, 486, 487, 523, 524	343, 345, 429, 430, 435, 458, 459, 460
8.1.25 Give examples of how immigration affected American culture in the decades before and after the Civil War, including growth of industrialism in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.	395, 397, 398, 399	398, 399, 496



Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p>8.1.26 Give examples of the changing role of women and minorities in the northern, southern, and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.</p>	<p>396, 397, 435, 436, 437, 438, 492, 493, 496, 497, 501, 523, 524</p>	<p>397, 435, 436, 437, 438, 492, 493, 501</p>
<p>8.1.27 Give examples of scientific and technological developments that changed cultural life in the nineteenth-century United States, such as the use of photography, growth in the use of the telegraph, the completion of the transcontinental railroad, and the invention of the telephone.</p>	<p>306, 307, 308, 309, 315, 316, 389, 390, 391, 392, 393</p>	<p>306, 307, 389, 390, 391, 392</p>
<p>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues–Analysis and Decision–Making</p>		
<p>8.1.28 Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.</p>	<p>7, 8, 9, 68, 127–128, 140, 176–177, 202–203, 266, 364–365, 368–369, 468–469, 502, 589</p>	<p>8, 127, 141, 143, 176, 202, 203, 263, 364, 365, 369, 468, 469, 487, 502</p>
<p>8.1.29 Differentiate between facts and historical interpretations recognizing that the historian’s narrative reflects his or her judgment about the significance of particular facts.</p>	<p>70–71, 127, 128, 129, 130–131, 310–311, 368–369, 404–405, 488–489</p>	<p>59, 71, 127, 129, 131, 310, 311, 404, 405, 488, 489</p>
<p>8.1.30 Formulate historical questions by analyzing primary sources and secondary sources about an issue confronting the United States during the period from 1754–1877.</p>	<p>140, 202–203, 218, 263, 266, 278, 354, 364–365, 436, 468–469, 502, 515, 590, 592, 610–616</p>	<p>140, 202, 203, 218, 254, 364, 436, 468, 469, 505</p>
<p>8.1.31 Obtain historical data from a variety of sources to compare and contrast examples of art, music, and literature during the nineteenth century and explain how these reflect American culture during this time period.</p>	<p>351, 408–409, 421, 422, 427, 428–429, 488–489</p>	<p>297, 351, 369, 405, 409, 421, 427, 432, 488, 489</p>



Focus on Indiana

Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p>Standard 2 Civics and Government <i>Students will explain the major principles, values, and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how three branches of government share and check power within our federal system of government.</i></p>		
<p>Foundations of Government</p>		
<p>8.2.1 Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States, including the Virginia Declaration of Rights, the Declaration of Independence, the Virginia Statute for Religious Freedom, the Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U.S. Constitution, the Bill of Rights, the Federalist and Anti-Federalist Papers, <i>Common Sense</i>, Washington’s Farewell Address (1796), and Jefferson’s First Inaugural Address (1801).</p>	<p>66, 68, 100, 101, 138, 140, 141, 142, 146–149, 187, 188, 189, 190, 191, 193, 198, 200, 201, 205–206, 209, 210, 214–223, 224–245, 254, 255, 610, 611</p>	<p>66, 100, 141, 142, 146, 147, 148, 149, 187, 188, 189, 190, 191, 193, 198, 200, 201, 206, 208, 209, 210, 211, 214, 215, 216, 217, 218, 220, 221, 222, 225, 226, 227, 228, 229, 230, 231, 232, 233, 235, 236, 237, 238, 239, 240, 242, 244, 245, 254</p>
<p>8.2.2 Identify and explain the relationship between rights and responsibilities of citizenship in the United States.</p>	<p>208, 215, 217, 222, 223, 236–237, 238, 240, 241, 245, 254, 255</p>	<p>206, 217, 222, 223, 236, 237, 238, 239, 241, 245, 254</p>
<p>8.2.3 Explain how and why legislative, executive, and judicial powers are distributed, shared, and limited in the constitutional government of the United States.</p>	<p>204, 207, 208, 216, 217, 218, 219, 220, 221, 223, 225–233</p>	<p>208, 215, 216, 218, 219, 220, 221, 225, 226, 227, 228, 229, 230, 232, 233</p>
<p>8.2.4 Examine functions of the national government in the lives of people.</p>	<p>206, 207, 208, 216, 218, 219, 221, 222, 223, 496, 497</p>	<p>206, 208, 216, 217, 219, 222, 240, 496</p>
<p>Functions of Government</p>		
<p>8.2.5 Compare and contrast the powers reserved to the federal and state government under the Articles of Confederation and the United States Constitution.</p>	<p>187, 188, 189, 193, 197, 198, 200, 201, 206, 207, 208, 210, 211, 216, 233–234, 266, 267, 270, 579</p>	<p>206, 207, 216, 266</p>
<p>8.2.6 Distinguish among the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.</p>	<p>206, 207, 208, 210, 213, 216, 233–234, 266, 267, 270, 545</p>	<p>187, 206, 208, 211, 216, 233, 266, 270</p>
<p>Roles of Citizens</p>		
<p>8.2.7 Explain the importance in a democratic republic of responsible participation by citizens in voluntary civil associations/nongovernmental organizations that comprise civil society.</p>	<p>208, 222, 223, 425, 426, 431, 435, 436, 520, 531</p>	<p>222, 223, 245, 425, 435, 436, 437, 496</p>
<p>8.2.8 Explain ways that citizens can participate in political parties, campaigns, and elections.</p>	<p>222, 223, 277, 337, 338, 339, 340, 552–553</p>	<p>222, 223, 245, 496</p>



Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
8.2.9 Explain how citizens can monitor and influence the development and implementation of public policies at local, state, and national levels of government.	215, 223, 419–421, 425–431, 432–433, 435–438, 523, 551–553, 563–566	223, 419, 425, 427, 428, 430, 431, 432, 435, 436, 437, 523
8.2.10 Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict, using a variety of information resources.	202–203, 214–223, 224–245, 254, 468–469, 593	216, 217, 218, 220, 233, 239, 245, 460
<p>Standard 3 Geography</p> <p><i>Students will identify the major geographic characteristics of the United States and its regions. They will name and locate the major physical features of the United States, each of the states, and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.</i></p>		
<p>The World in Spatial Terms</p>		
8.3.1 Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of areas in the United States.	20, 21, 44, 67, 74, 78, 134, 156, 157, 158, 181, 258, 277, 283, 291, 296, 306, 308, 313, 314, 315, 324, 344, 360, 362, 370, 374, 376, 379, 389, 401, 433, 449, 450, 454, 458, 465, 482, 484, 503, 510, 511, 519, 525	20, 21, 40, 45, 78, 89, 135, 156, 157, 181, 191, 219, 258, 277, 283, 313, 316, 324, 344, 360, 362, 370, 401, 423, 433, 449, 454, 458, 465, 484, 510, 525
<p>Places and Regions</p>		
8.3.2 Identify and create maps showing the physical growth and development of the United States from settlement of the original thirteen colonies through Reconstruction (1877) including transportation routes used during the period.	Ref 26, 190, 262, 283, 291, 306, 308, 313, 314, 315, 324, 362, 370, 389, 401, 433, 450, 454	Ref 26, 190, 196, 234, 262, 360
<p>Physical Systems</p>		
8.3.3 Identify and locate the major climate regions in the United States and describe the characteristics of these regions.	17, 19, 22, 88, 92, 93, 94	92, 93, 393
8.3.4 Name and describe processes that build up the land and processes that erode it and identify places these occur.	Ref 17, 7, 8	Ref 17
8.3.5 Describe the importance of the major mountain ranges and the major river systems in the development of the United States.	44, 51, 52, 74, 81, 180, 181, 306, 360, 362	92, 123, 180, 362, 483



Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
Human Systems		
8.3.6 Identify the agricultural regions of the United States and be able to give reasons for the type of land use and subsequent land development during different historical periods.	79, 80, 89, 92, 93–94, 95, 401, 402, 403, 407, 408, 538, 539, 542, 543	80, 82, 92, 93, 393, 401, 402, 539, 542
8.3.7 Using maps identify changes influenced by growth, economic development, and human migration in the eighteenth and nineteenth centuries.	Ref 26, 190, 262, 283, 291, 306, 308, 313, 314, 344, 362, 370, 379, 389, 401, 433, 450, 454	Ref 26, 190, 262, 283, 313, 344, 360, 362, 370, 379, 401, 433, 449, 454, 458, 465, 510
8.3.8 Gather information on ways people changed the physical environment of the United States in the nineteenth century using primary sources and secondary sources including digitized photo collections and historic maps.	Ref 18–Ref 20, 258, 259, 315, 316, 542, 543, 593	315, 316, 542
8.3.9 Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.	7, 8, 60–61, 62–63, 74, 91, 95, 259, 281, 283, 284, 285, 306, 309, 313, 314, 315, 316, 317, 343, 344, 345, 347, 359, 361, 362, 363, 367, 370, 374, 379, 380, 381, 382, 389, 393, 397, 398, 399, 433, 532	8, 22, 50, 60, 61, 62, 74, 78, 94, 95, 123, 281, 283, 305, 306, 309, 313, 315, 316, 317, 343, 347, 362, 370, 374, 379, 380, 383, 393, 398, 401, 402, 510
Environment and Society		
8.3.10 Create maps, graphs, and charts showing the distribution of natural resources—such as forests, water sources, and wildlife—in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.	Ref 28–Ref 29, 285, 309, 476, 487, 587, 588	Ref 28, 309, 315
8.3.11 Identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.	18, 19, 89, 90, 315, 316, 317, 379, 380, 382, 390, 393, 397, 398	18, 89, 315, 316, 317, 390, 396
<p>Standard 4 Economics <i>Students will identify, describe, and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.</i></p>		
8.4.1 Identify economic factors contributing to European exploration and colonization in North America, the American Revolution, and the drafting of the Constitution of the United States.	14, 29, 30, 31, 33, 35, 36, 37, 39, 44, 45, 47, 52, 60, 73, 74, 79, 123–124, 125, 128–129, 161, 164, 177, 191–192, 579, 594	32, 33, 36, 45, 49, 52, 60, 73, 74, 77, 80, 82, 83, 123, 124, 125, 128, 161, 192



Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
8.4.2 Illustrate elements of the three types of economic systems, using cases from United States history.	50, 52, 99, 307	50, 307
8.4.3 Evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.	305, 307, 308, 309	307, 308
8.4.4 Explain the basic economic functions of the government in the economy of the United States.	228, 229, 256, 257, 322, 323, 497	228, 229, 257
8.4.5 Analyze contributions of entrepreneurs and inventors in the development of the United States economy.	306, 307, 308, 309, 314, 315, 389, 390, 391, 392, 393, 423	306, 307, 308, 309, 389, 391, 392, 393
8.4.6 Relate technological change and inventions to changes in labor productivity in the United States in the eighteenth and nineteenth centuries.	305, 306, 308, 309, 395, 396, 401, 402, 403	306, 307, 308, 309, 315, 390, 395, 396, 401, 402
8.4.7 Trace the development of different kinds of money used in the United States and explain how money helps make saving easier.	189, 191, 192, 228, 497	192, 361
8.4.8 Examine the development of the banking system in the United States.	255, 256, 257, 266, 349, 350, 352	256, 257, 349, 350
8.4.9 Explain and evaluate examples of domestic and international interdependence throughout United States history.	50–51, 88, 90, 91, 99, 256–257, 287, 289, 368, 373, 380, 403, 408	50, 90, 408
8.4.10 Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.	192, 408, 530, 531, 539	192, 407, 408, 413, 529, 531
8.4.11 Use a variety of information resources to compare and contrast job skills needed in different time periods in United States history.	89, 90, 305, 309, 396, 579, 593	89, 90, 305, 307, 396, 408

Correlations to the Indiana Core Standards for Grade 8 Social Studies

Core Standards	Student Edition Pages	Teacher Wraparound Edition Pages
Core Standard 1A		
<i>History: The American Revolution</i>		
Explain specific causes and effects of the American Revolution. Describe the ideas, events, and people that influenced social, economic, and political developments in the United States as a new union. [Standards Indicators: 8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.1.8, 8.1.9, 8.4.1]	102, 103, 111, 112, 125, 132, 133–137, 138, 139, 140, 141–142, 146–149, 152–159, 160–165, 168–173, 174–178, 180–181, 186–189, 190, 194, 197, 198–199, 200–201, 204–210, 253, 255, 256, 257, 265, 266, 267	116A, 116, 118, 120, 121, 123, 124, 125, 127, 128, 129, 130, 131, 133, 134, 135, 136, 137, 139, 140, 141, 142, 143, 146, 147, 148, 149, 150, 151, 153, 154, 155, 156, 157, 158, 159, 161, 162, 163, 164, 165, 166, 167, 169, 170, 171, 172, 173, 175, 176, 177, 178, 179, 180, 181, 184, 185, 187, 188, 189, 190, 191, 192, 193, 195, 196, 197, 198, 199, 200, 201, 202, 203, 205, 206, 207, 208, 209, 210, 211, 214, 215, 217, 218, 226, 228, 231, 234, 235, 239, 250, 253, 255, 257
Core Standard 1B		
<i>History: Westward Expansion</i>		
Describe events, ideas, and people that played key roles in the westward expansion of the United States. Describe the interactions between settlers and Native American Indian groups and identify the consequences of western expansion for various groups. [Standards Indicators: 8.1.1, 8.1.11, 8.1.13, 8.1.14, 8.1.15, 8.1.16, 8.1.18, 8.1.23]	261, 262, 280, 281, 282, 283, 284, 285, 291, 292, 293, 313–317, 323, 324, 326, 327, 343–347, 359–363, 364–365, 371, 373, 374, 376, 377, 379, 380, 381, 382, 383, 611, 615	246A, 261, 262, 274, 275, 281, 282, 283, 284, 285, 291, 292, 295, 302, 303, 313, 314, 315, 316, 317, 318, 319, 324, 356, 357, 359, 360, 361, 362, 363, 364, 365, 373, 377, 379, 380, 381, 382, 383
Core Standard 1C		
<i>History: Civil War and Reconstruction</i>		
Describe the impact of slavery on the United States. Explain the causes of sectionalism and the Civil War, including key events, individuals, and movements. Describe the policies, practices, and consequences of Reconstruction. [Standards Indicators: 8.1.10, 8.1.16, 8.1.18, 8.1.20, 8.1.21, 8.1.22, 8.1.24, 8.1.25]	322, 323, 324, 326, 327, 371, 409, 411, 421, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 435, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 468–469, 475–479, 480–487, 492, 495, 496, 497, 499–505, 507–512, 519, 520, 521, 523, 524, 525, 526, 527, 529, 530, 531, 535, 536, 537, 538, 539, 540	322, 323, 326, 330A, 371, 387, 401, 402, 403, 408, 409, 410, 411, 412, 413, 425, 427, 428, 429, 430, 431, 432, 433, 442A, 442, 446, 447, 449, 450, 451, 453, 454, 455, 457, 458, 459, 460, 461, 463, 464, 465, 466, 467, 468, 469, 472, 473, 475, 476, 477, 478, 479, 481, 482, 483, 484, 485, 486, 487, 488, 489, 491, 492, 493, 494, 497, 500, 501, 502, 503, 504, 505, 507, 508, 509, 510, 511, 512, 513, 516, 517, 519, 520, 521, 523, 524, 525, 526, 527, 529, 530, 531, 535, 536, 537, 538, 539, 540, 541, 542, 543
Core Standard 2		
<i>Civics and Government: The U.S. Constitution</i>		
Identify the essential ideas of a constitutional government. Explain how legislative, executive and judicial powers are shared, distributed, and limited in the United States. [Standards Indicators: 8.2.1, 8.2.3, 8.2.4, 8.2.5, 8.2.6, 8.2.7, 8.2.10]	66, 68, 100, 101, 138, 140, 141, 142, 146–149, 187, 188, 189, 190, 191, 193, 198, 200, 201, 204, 205–206, 207, 208, 209, 210, 214–223, 224–245, 254, 255, 609, 610	66, 68, 99, 100, 141, 146, 184, 185, 187, 188, 189, 203, 206, 208, 211, 215, 216, 217, 218, 220, 221, 226, 228, 229, 230, 232, 233, 235



Core Standards	Student Edition Pages	Teacher Wraparound Edition Pages
Core Standard 3A <i>Geography: Changes in Population</i>		
Explain how changes in national boundaries and distribution of population affected the development of the United States in the eighteenth and nineteenth centuries. [Standards Indicators: 8.3.2, 8.3.6, 8.3.7, 8.3.8, 8.3.9, 8.3.10, 8.3.11]	Ref 26, 190, 262, 283, 285, 291, 306, 308, 313, 314, 315, 324, 362, 370, 379, 380, 381, 382, 389, 391, 393, 397–399, 401, 407, 411, 433, 450, 454	Ref 26, 190, 191, 246, 274, 281, 282, 283, 284, 285, 309, 313, 317, 319, 327, 357, 363, 373, 374, 377, 380, 383, 390, 398, 399, 432, 454
Core Standard 3B <i>Geography: Physical and Spatial</i>		
Map the major climate regions and agricultural regions in the United States. Identify the impact of the type of land use on population distribution and land development during the eighteenth and nineteenth centuries. [Standards Indicators: 8.3.3, 8.3.4, 8.3.5]	89, 92, 93–94, 95, 190, 305, 306, 307, 308, 309, 313, 314, 315, 316, 317, 344, 345, 346, 347, 361, 362, 379, 380, 381, 382, 389, 390, 391, 392, 393, 397, 398, 399, 401, 402, 403, 407, 408, 412, 520, 523, 531, 538, 539, 542, 543	89, 92, 93, 95, 190, 302, 305, 308, 315, 316, 317, 343, 344, 346, 347, 361, 364, 373, 383, 393, 397, 398, 401, 407, 531, 538, 539, 543
Core Standard 4A <i>Economics: Money and the Banking System</i>		
Trace the development of money and the banking system in the United States. Explain the importance of the banking system to the United States. [Standards Indicators: 8.4.7, 8.4.8, 8.4.10]	189, 191, 192, 228, 255, 256, 257, 266, 349, 350, 352, 497	189, 192, 228, 257, 349, 350, 352
Core Standard 4B <i>Economics: Role of Government</i>		
Explain the basic functions of the government in the economy of the United States. Describe the importance of borrowing and lending in the United States economy, and list the advantages and disadvantages of using credit. [Standards Indicators: 8.2.4, 8.4.2, 8.4.4, 8.4.10]	192, 228, 229, 256, 257, 322, 323, 408, 497, 530, 531, 539	192, 228, 229, 255, 256, 323, 324, 335, 351, 497, 530
Core Standard 4C <i>Economics: Development of the Nation and the Economy</i>		
Explain how the characteristics of a market economy have affected the development and history of the United States from colonial exploration through Reconstruction. Analyze the effects of factors such as technological change, urbanization, and immigration on labor productivity and the development of the United States economy. [Standards Indicators: 8.4.1, 8.4.3, 8.4.5, 8.4.6, 8.5.5, 8.5.7, 8.5.9]	51, 52, 89, 90, 91, 92, 93, 94, 256, 305, 306, 307, 308, 309, 389, 390, 391, 392, 393, 395, 396, 397, 398, 399, 401, 402, 403, 412, 542–543	52, 90, 93, 94, 302, 305, 306, 307, 308, 309, 314, 327, 386, 387, 389, 390, 391, 392, 393, 395, 396, 397, 398, 399, 401, 402, 403, 542, 543

Correlations to the Grade 8 Indiana Academic Standards for Social Studies by Chapter

Unit	Chapter	Indiana Academic Standards
Unit 1	Chapter 1 pp. 4–25	8.1.1, 8.1.28, 8.3.1, 8.3.3, 8.3.4, 8.3.9, 8.3.11, 8.4.1
	Chapter 2 pp. 26–55	8.1.1, 8.1.2, 8.3.1, 8.3.5, 8.4.1, 8.4.2, 8.4.9
	Chapter 3 pp. 56–85	8.1.1, 8.1.2, 8.1.28, 8.1.29, 8.2.1, 8.3.1, 8.3.5, 8.3.6, 8.3.9, 8.4.1
	Chapter 4 pp. 86–115	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.9, 8.1.10, 8.2.1, 8.3.6, 8.3.9, 8.4.2, 8.4.9
Unit 2	Chapter 5 pp. 120–145	8.1.3, 8.1.4, 8.1.9, 8.1.28, 8.1.29, 8.2.1, 8.3.1, 8.4.1
	Chapter 6 pp. 150–183	8.1.4, 8.1.9, 8.1.28, 8.3.1, 8.3.5, 8.4.1
	Chapter 7 pp. 184–213	8.1.4, 8.1.5, 8.1.6, 8.1.9, 8.1.28, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6, 8.2.7, 8.3.2, 8.3.7, 8.4.1, 8.4.7, 8.4.10
Unit 3	Chapter 8 pp. 250–273	8.1.1, 8.1.6, 8.1.7, 8.1.9, 8.1.28, 8.1.30, 8.2.1, 8.2.2, 8.2.5, 8.2.6, 8.2.10, 8.3.1, 8.3.2, 8.3.7, 8.3.9, 8.4.4, 8.4.8, 8.4.9
	Chapter 9 pp. 274–301	8.1.8, 8.1.11, 8.1.12, 8.1.13, 8.2.8, 8.3.1, 8.3.2, 8.3.7, 8.3.9, 8.3.10, 8.4.9
	Chapter 10 pp. 302–329	8.1.12, 8.1.13, 8.1.14, 8.1.16, 8.1.27, 8.1.29, 8.1.31, 8.3.1, 8.3.2, 8.3.5, 8.3.7, 8.3.9, 8.3.11, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.4.6, 8.4.11
Unit 4	Chapter 11 pp. 334–355	8.1.12, 8.1.17, 8.1.18, 8.1.24, 8.1.31, 8.2.8, 8.3.1, 8.3.7, 8.3.9, 8.4.8
	Chapter 12 pp. 356–385	8.1.15, 8.1.16, 8.1.23, 8.1.28, 8.1.29, 8.3.1, 8.3.2, 8.3.5, 8.3.7, 8.3.9, 8.4.9
	Chapter 13 pp. 386–415	8.1.10, 8.1.16, 8.1.25, 8.1.26, 8.1.27, 8.1.29, 8.1.31, 8.3.1, 8.3.2, 8.3.6, 8.3.7, 8.3.9, 8.4.5, 8.4.6, 8.4.9, 8.4.10, 8.4.11
	Chapter 14 pp. 416–441	8.1.16, 8.1.18, 8.1.19, 8.1.24, 8.1.26, 8.1.31, 8.2.7, 8.2.9, 8.3.1, 8.3.2, 8.3.7, 8.3.9, 8.4.5
Unit 5	Chapter 15 pp. 446–471	8.1.12, 8.1.16, 8.1.18, 8.1.20, 8.1.21, 8.1.24, 8.1.28, 8.3.1, 8.3.2, 8.3.7
	Chapter 16 pp. 472–515	8.1.10, 8.1.16, 8.1.18, 8.1.19, 8.1.21, 8.1.22, 8.1.24, 8.1.26, 8.1.28, 8.1.29, 8.1.31, 8.3.1, 8.3.10, 8.4.4, 8.4.7
	Chapter 17 pp. 516–545	8.1.12, 8.1.22, 8.1.24, 8.1.26, 8.2.7, 8.2.9, 8.3.1, 8.3.6, 8.3.9, 8.4.10



Correlations to Grade 8 Indiana Academic Standards for English/Language Arts

ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development <i>Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i>		
Vocabulary and Concept Development		
8.1.1 Analyze idioms and comparisons — such as analogies, metaphors, and similes — to infer the literal and figurative meanings of phrases.		241
8.1.3 Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.	6, 16, 28, 34, 42, 48, 58, 64, 72, 76, 88, 98, 108, 122, 126, 132, 152, 160, 168, 174, 186, 194, 204, 252, 264, 276, 280, 286, 304, 312, 320, 336, 342, 348, 358, 366, 372, 378, 388, 394, 400, 406, 418, 424, 434, 448, 452, 462, 474, 480, 490, 498, 506, 522, 528, 534	39, 158, 166, 227, 239, 242, 263, 270, 319, 351, 502
Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text <i>Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 8, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.</i>		
Structural Features of Informational and Technical Materials		
8.2.2 Analyze text that uses proposition (statement of argument) and support patterns.	68, 140, 202, 266, 364, 468, 502	140, 146, 147, 163, 465, 491
8.2.7 Analyze the structure, format, and purpose of informational materials (such as textbooks, newspapers, instructional or technical manuals, and public documents).	5, 6–22, 27, 28–52, 57, 58–82, 87, 88–112, 121, 122–142, 151, 152–178, 185, 186–210, 251, 252–270, 275, 276–298, 303, 304–326, 335, 336–352, 357, 358–382, 387, 388–412, 417, 418–438, 447, 448–466, 473, 474–512, 517, 518–540	233, 465, 500
Analysis of Grade-Level-Appropriate Nonfiction and Informational Text		
8.2.3 Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.	39, 80, 81, 102, 136, 164, 197, 267, 284, 322, 323, 346, 375, 392, 427, 437, 508, 509, 530	
8.2.4 Compare the original text to a summary to determine whether the summary accurately describes the main ideas, includes important details, and conveys the underlying meaning.	10, 75, 103, 112, 142, 155, 169, 178, 223, 248–249, 257, 270, 279, 285, 290, 293, 298, 309, 321, 341, 363, 393, 452, 486, 487, 497, 509, 534, 537	15, 30, 32, 39, 52, 53, 61, 69, 75, 94, 127, 139, 173, 201, 220, 233, 248, 249, 257, 259, 281, 285, 298, 306, 317, 322, 326, 327, 341, 363, 364, 393, 399, 412, 431, 432, 464, 487, 491, 497, 510



Focus on Indiana

ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
8.2.5 Use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.	Students can use <i>Time Notebooks</i> feature. 96–97, 166–167, 318–319, 422–423, 532–533	96, 97, 166, 167, 318, 319, 422, 423, 532, 533
8.2.9 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.	68, 140, 202, 266, 293, 364, 466, 468, 502, 521	62, 66, 67, 83, 103, 110, 137, 178, 179, 227, 234, 239, 253, 261, 318, 324, 349, 374, 392, 479, 494, 504, 526, 531
Expository (Informational) Critique		
8.2.6 Evaluate the logic (inductive or deductive argument), internal consistency, and structural patterns of text.	68, 140, 202, 266, 364, 468, 502	
Standard 3 READING: Comprehension and Analysis of Literary Text <i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 8, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.</i>		
Structural Features of Literature		
8.3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets).	69, 377, 399	303, 485
Analysis of Grade-Level-Appropriate Literary Text		
8.3.2 Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved.	71, 131, 311, 405, 489	71, 135, 310
8.3.3 Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations.	71, 311, 405, 489	49, 135, 311
8.3.4 Analyze the importance of the setting to the mood, tone, or meaning of the text.	71, 131, 489	70
8.3.6 Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer's style and use those elements to interpret the work.	71, 131, 311, 405, 489	
8.3.8 Contrast points of view — such as first person, third person, third person limited and third person omniscient, and subjective and objective — in narrative text and explain how they affect the overall theme of the work.		71, 131
Literary Criticism		
8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.	70–71, 130–131, 310–311, 404–405, 488–489	70, 135, 310, 401, 488



ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p>Standard 4 WRITING: Processes and Features <i>Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i></p>		
<p>Organization and Focus</p>		
<p>8.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p>	<p>9, 22, 25, 33, 41, 52, 61, 69, 75, 82, 95, 103, 107, 112, 115, 129, 137, 145, 159, 165, 173, 183, 193, 210, 213, 257, 263, 273, 285, 298, 309, 317, 326, 329, 347, 352, 363, 371, 382, 385, 393, 403, 415, 431, 438, 441, 451, 461, 466, 471, 487, 497, 515, 521, 527, 531, 540</p>	<p>3, 8, 18, 19, 33, 37, 40, 45, 60, 66, 68, 78, 80, 90, 107, 110, 111, 124, 127, 133, 134, 142, 148, 157, 159, 163, 172, 176, 189, 192, 196, 197, 200, 206, 210, 217, 225, 227, 231, 235, 237, 241, 243, 245, 255, 256, 262, 265, 269, 271, 277, 278, 283, 289, 291, 296, 309, 314, 315, 317, 318, 321, 330A, 333, 338, 345, 352, 362, 375, 380, 390, 395, 397, 398, 399, 403, 408, 409, 410, 413, 421, 423, 428, 433, 435, 436, 453, 459, 460, 463, 468, 475, 478, 485, 487, 489, 494, 496, 503, 508, 509, 512, 521, 526, 527, 533, 538, 541</p>
<p>8.4.2 Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.</p>	<p>9, 47, 55, 85, 95, 107, 115, 142, 145, 178, 183, 201, 213, 223, 257, 273, 293, 298, 301, 329, 355, 385, 393, 438, 471, 487, 505, 531, 545</p>	<p>40, 78, 110, 133, 225, 227, 235, 241, 245, 262, 265, 269, 271, 296, 315, 330A, 390, 395, 398, 408, 413, 428, 435, 494, 541</p>
<p>8.4.3 Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.</p>	<p>15, 33, 41, 47, 52, 75, 85, 95, 103, 115, 125, 142, 159, 178, 183, 193, 201, 210, 213, 223, 257, 273, 279, 293, 301, 317, 326, 329, 355, 371, 385, 393, 403, 412, 421, 438, 461, 471, 487, 497, 505, 527, 531, 545</p>	<p>12, 18, 40, 50, 63, 73, 82, 94, 97, 100, 102, 109, 141, 167, 177, 203, 208, 231, 284, 297, 306, 310, 322, 340, 368, 396, 426, 450, 501, 520, 529, 540</p>
<p>8.4.10 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</p>	<p>15, 25, 33, 47, 55, 61, 69, 85, 95, 103, 107, 112, 115, 125, 137, 145, 165, 178, 183, 193, 210, 257, 263, 273, 279, 298, 309, 317, 347, 355, 363, 371, 377, 382, 393, 399, 403, 421, 431, 451, 461, 466, 471, 487, 497, 505, 512, 515, 531, 545</p>	<p>3, 8, 18, 19, 33, 37, 40, 45, 60, 66, 68, 78, 80, 90, 107, 110, 111, 124, 127, 133, 134, 142, 148, 157, 159, 163, 172, 176, 189, 192, 196, 197, 200, 206, 210, 217, 225, 227, 231, 235, 237, 241, 243, 245, 255, 256, 262, 265, 269, 271, 277, 278, 283, 289, 291, 296, 309, 314, 315, 317, 318, 321, 330A, 333, 338, 345, 352, 362, 375, 380, 390, 395, 397, 398, 399, 403, 408, 409, 410, 413, 421, 423, 428, 433, 435, 436, 453, 459, 460, 463, 468, 475, 478, 485, 487, 489, 494, 496, 503, 508, 509, 512, 521, 526, 527, 533, 538, 541</p>
<p>Research Process and Technology</p>		
<p>8.4.4 Plan and conduct multiple-step information searches using computer networks.</p>		<p>36, 79, 100, 225, 315, 360, 370, 520, 523, 524, 530, 536, 539, 541</p>
<p>8.4.5 Achieve an effective balance between researched information and original ideas.</p>		<p>36, 79, 100, 225, 315, 360, 370, 520, 523, 524, 530, 536, 539, 541</p>
<p>8.4.6 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.</p>		<p>402, 511, 513, 524, 530, 536, 539, 541</p>



ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
Evaluation and Revision		
8.4.7 Review, evaluate, and revise writing for meaning and clarity.	9, 15, 33, 75, 82, 85, 95, 103, 115, 125, 129, 137, 145, 165, 173, 178, 210, 257, 263, 270, 293, 298, 317, 326, 341, 352, 355, 371, 385, 403, 415, 431, 461, 471, 479, 515, 521, 540	3, 8, 18, 19, 33, 37, 40, 45, 60, 66, 68, 78, 80, 90, 107, 110, 111, 124, 127, 133, 134, 142, 148, 157, 159, 163, 172, 176, 189, 192, 196, 197, 200, 206, 210, 217, 225, 227, 231, 235, 237, 241, 243, 245, 255, 256, 262, 265, 269, 271, 277, 278, 283, 289, 291, 296, 309, 314, 315, 317, 318, 321, 330A, 333, 338, 345, 352, 362, 375, 380, 390, 395, 397, 398, 399, 403, 408, 409, 410, 413, 421, 423, 428, 433, 435, 436, 453, 459, 460, 463, 468, 475, 478, 485, 487, 489, 494, 496, 503, 508, 509, 512, 521, 526, 527, 533, 538, 541
8.4.11 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	15, 22, 25, 41, 47, 55, 69, 75, 82, 85, 95, 107, 112, 115, 125, 137, 142, 165, 173, 178, 183, 193, 201, 210, 257, 270, 279, 293, 298, 301, 309, 341, 347, 352, 363, 377, 382, 393, 415, 438, 451, 461, 466, 471, 487, 497, 505, 512, 521, 540, 545	7, 8, 12, 18, 21, 23, 35, 36, 38, 40, 59, 60, 67, 73, 79, 80, 82, 83, 89, 93, 103, 110, 123, 133, 139, 143, 223, 225, 227, 228, 233, 241, 245, 246A, 262, 277, 282, 283, 288, 291, 295, 296, 299, 315, 330A, 343, 345, 360, 369, 370, 373, 390, 402, 395, 398, 402, 408, 411, 413, 419, 426, 428, 435, 442A, 486, 494, 510, 520, 524, 529, 532
8.4.8 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	9, 22, 25, 33, 41, 52, 55, 69, 75, 82, 85, 95, 107, 112, 115, 129, 137, 142, 145, 159, 165, 173, 178, 183, 201, 210, 257, 263, 270, 273, 285, 293, 298, 301, 317, 326, 329, 341, 352, 355, 363, 371, 382, 385, 393, 399, 412, 415, 421, 431, 441, 451, 455, 461, 471, 479, 497, 505, 512, 515, 521, 531, 545	3, 8, 18, 19, 33, 37, 40, 45, 60, 66, 68, 78, 80, 90, 107, 110, 111, 124, 127, 133, 134, 142, 148, 157, 159, 163, 172, 176, 189, 192, 196, 197, 200, 206, 210, 217, 225, 227, 231, 235, 237, 241, 243, 245, 255, 256, 262, 265, 269, 271, 277, 278, 283, 289, 291, 296, 309, 314, 315, 317, 318, 321, 330A, 333, 338, 345, 352, 362, 375, 380, 390, 395, 397, 398, 399, 403, 408, 409, 410, 413, 421, 423, 428, 433, 435, 436, 453, 459, 460, 463, 468, 475, 478, 485, 487, 489, 494, 496, 503, 508, 509, 512, 521, 526, 527, 533, 538, 541
8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.	15, 22, 25, 33, 41, 47, 55, 61, 69, 75, 82, 85, 95, 103, 107, 125, 129, 137, 142, 145, 159, 165, 173, 193, 201, 210, 213, 257, 263, 270, 273, 279, 285, 293, 298, 317, 326, 329, 341, 355, 363, 371, 377, 393, 399, 403, 421, 431, 438, 441, 451, 466, 471, 479, 487, 497, 505, 512, 515, 521, 527, 531, 545	3, 8, 18, 19, 33, 37, 40, 45, 60, 66, 68, 78, 80, 90, 107, 110, 111, 124, 127, 133, 134, 142, 148, 157, 159, 163, 172, 176, 189, 192, 196, 197, 200, 206, 210, 217, 225, 227, 231, 235, 237, 241, 243, 245, 255, 256, 262, 265, 269, 271, 277, 278, 283, 289, 291, 296, 309, 314, 315, 317, 318, 321, 330A, 333, 338, 345, 352, 362, 375, 380, 390, 395, 397, 398, 399, 403, 408, 409, 410, 413, 421, 423, 428, 433, 435, 436, 453, 459, 460, 463, 468, 475, 478, 485, 487, 489, 494, 496, 503, 508, 509, 512, 521, 526, 527, 533, 538, 541



ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics) <i>At Grade 8, students continue to write narrative, expository (informational), persuasive, and descriptive essays (research reports of 700 to 1,000 words or more). Students are introduced to writing technical documents. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4—Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p>		
<p><i>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 8 students use the writing strategies outlined in Standard 4—Writing Processes and Features to:</i></p>		
<p>8.5.1 Write biographies, autobiographies, and short stories that:</p> <ul style="list-style-type: none"> tell about an incident, event, or situation, using well-chosen details. reveal the significance of, or the writer’s attitude about, the subject. use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters. 	<p>Students can write biographies after reading the <i>People in History</i> feature. 39, 80, 81, 102, 136, 164, 197, 267, 284, 322, 323, 346, 375, 392, 427, 437, 508, 509, 530</p>	<p>8, 37, 60, 66, 134, 163, 172, 192, 197, 277, 333, 362, 390, 433, 435, 460, 478, 485, 509, 521</p>
<p>8.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> demonstrate careful reading and insight into interpretations. connect response to the writer’s techniques and to specific textual references. make supported inferences about the effects of a literary work on its audience. support statements with evidence from the text. 	<p>70–71, 130–131, 310–311, 404–405, 488–489</p>	<p>70, 71, 130, 131, 310, 311, 404, 405, 488, 489</p>
<p>8.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> include a well-defined thesis that makes a clear and knowledgeable appeal. present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals. provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. 	<p>15, 33, 41, 52, 75, 103, 125, 159, 193, 210, 263, 279, 317, 326, 347, 371, 403, 412, 421, 455, 461, 497, 521, 527</p>	<p>3, 80, 90, 107, 124, 148, 157, 189, 196, 210, 231, 235, 237, 243, 255, 278, 283, 289, 314, 345, 375, 397, 403, 428, 436, 453, 463, 468, 475, 487, 496, 508, 527, 538</p>
<p>8.5.6 Write using precise word choices to make writing interesting and exact.</p>	<p>22, 25, 61, 82, 183, 213, 415, 466, 479, 512, 540</p>	<p>18, 33, 45, 111, 127, 142, 176, 291, 318, 321, 352, 380, 409, 423, 489</p>
<p>8.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.</p>	<p>9, 15, 25, 33, 41, 47, 52, 55, 61, 69, 75, 85, 95, 103, 112, 115, 129, 137, 142, 159, 165, 173, 183, 193, 201, 213, 257, 263, 279, 285, 298, 301, 317, 329, 341, 352, 363, 377, 382, 385, 393, 412, 415, 421, 438, 441, 455, 466, 479, 487, 497, 512, 515, 521, 527, 531, 540</p>	<p>3, 8, 18, 19, 33, 37, 40, 45, 60, 66, 68, 78, 80, 90, 107, 110, 111, 124, 127, 133, 134, 142, 148, 157, 159, 163, 172, 176, 189, 192, 196, 197, 200, 206, 210, 217, 225, 227, 231, 235, 237, 241, 243, 245, 255, 256, 262, 265, 269, 271, 277, 278, 283, 289, 291, 296, 309, 314, 315, 317, 318, 321, 330A, 333, 338, 345, 352, 362, 375, 380, 390, 395, 397, 398, 399, 403, 408, 409, 410, 413, 421, 423, 428, 433, 435, 436, 453, 459, 460, 463, 468, 475, 478, 485, 487, 489, 494, 496, 503, 508, 509, 512, 521, 526, 527, 533, 538, 541</p>



ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
Research Application		
<p>8.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> • uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations. • demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process. • demonstrates that sources have been evaluated for accuracy, bias, and credibility. • organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited). 		<p>19, 40, 78, 110, 133, 225, 227, 235, 241, 245, 262, 265, 269, 271, 277, 283, 296, 315, 330A, 390, 395, 398, 408, 413, 428, 435, 494, 541</p>
<p>Standard 6 WRITING: English Language Conventions <i>Students write using Standard English conventions appropriate to this grade level.</i></p>		
Sentence Structure		
<p>8.6.1 Use correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.</p>	<p>9, 22, 25, 33, 41, 47, 52, 61, 69, 75, 85, 95, 103, 107, 115, 129, 137, 142, 145, 159, 165, 173, 178, 183, 193, 210, 213, 257, 263, 270, 279, 285, 298, 309, 317, 326, 329, 347, 352, 355, 371, 377, 393, 399, 403, 415, 421, 431, 438, 441, 451, 455, 461, 471, 479, 487, 505, 512, 515, 521, 527, 540, 545</p>	<p>3, 8, 18, 19, 33, 37, 40, 45, 60, 66, 68, 78, 80, 90, 107, 110, 111, 124, 127, 133, 134, 142, 148, 157, 159, 163, 172, 176, 189, 192, 196, 197, 200, 206, 210, 217, 225, 227, 231, 235, 237, 241, 243, 245, 255, 256, 262, 265, 269, 271, 277, 278, 283, 289, 291, 296, 309, 314, 315, 317, 318, 321, 330A, 333, 338, 345, 352, 362, 375, 380, 390, 395, 397, 398, 399, 403, 408, 409, 410, 413, 421, 423, 428, 433, 435, 436, 453, 459, 460, 463, 468, 475, 478, 485, 487, 489, 494, 496, 503, 508, 509, 512, 521, 526, 527, 533, 538, 541</p>
<p>8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis.</p>	<p>15, 33, 41, 52, 75, 103, 125, 159, 193, 210, 263, 279, 317, 326, 347, 371, 403, 412, 421, 455, 461, 497, 521, 527</p>	<p>3, 80, 90, 107, 124, 148, 157, 189, 196, 210, 231, 235, 237, 243, 255, 278, 283, 289, 314, 345, 375, 397, 403, 428, 436, 453, 463, 468, 475, 487, 496, 508, 527, 538</p>
<p>8.6.3 Use subordination, coordination, noun phrases that function as adjectives (<i>These gestures—acts of friendship—were noticed but not appreciated.</i>), and other devices to indicate clearly the relationship between ideas.</p>	<p>9, 15, 22, 25, 41, 47, 52, 55, 61, 69, 75, 82, 85, 103, 107, 112, 115, 129, 137, 142, 159, 165, 173, 183, 193, 201, 213, 257, 263, 270, 279, 285, 298, 301, 309, 326, 329, 341, 347, 352, 355, 371, 377, 382, 385, 393, 399, 403, 412, 421, 431, 438, 451, 461, 466, 471, 479, 497, 505, 512, 515, 527, 531</p>	<p>3, 8, 18, 19, 33, 37, 40, 45, 60, 66, 68, 78, 80, 90, 107, 110, 111, 124, 127, 133, 134, 142, 148, 157, 159, 163, 172, 176, 189, 192, 196, 197, 200, 206, 210, 217, 225, 227, 231, 235, 237, 241, 243, 245, 255, 256, 262, 265, 269, 271, 277, 278, 283, 289, 291, 296, 309, 314, 315, 317, 318, 321, 330A, 333, 338, 345, 352, 362, 375, 380, 390, 395, 397, 398, 399, 403, 408, 409, 410, 413, 421, 423, 428, 433, 435, 436, 453, 459, 460, 463, 468, 475, 478, 485, 487, 489, 494, 496, 503, 508, 509, 512, 521, 526, 527, 533, 538, 541</p>



ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
Grammar		
8.6.4 Edit written manuscripts to ensure that correct grammar is used.	9, 15, 22, 25, 47, 52, 55, 61, 69, 75, 95, 103, 112, 129, 137, 142, 145, 159, 165, 173, 178, 183, 193, 213, 257, 263, 279, 285, 298, 301, 326, 329, 341, 347, 355, 363, 371, 377, 385, 393, 399, 412, 415, 421, 431, 438, 451, 455, 461, 471, 479, 497, 512, 515, 521, 527, 540	3, 8, 18, 19, 33, 37, 40, 45, 60, 66, 68, 78, 80, 90, 107, 110, 111, 124, 127, 133, 134, 142, 148, 157, 159, 163, 172, 176, 189, 192, 196, 197, 200, 206, 210, 217, 225, 227, 231, 235, 237, 241, 243, 245, 255, 256, 262, 265, 269, 271, 277, 278, 283, 289, 291, 296, 309, 314, 315, 317, 318, 321, 330A, 333, 338, 345, 352, 362, 375, 380, 390, 395, 397, 398, 399, 403, 408, 409, 410, 413, 421, 423, 428, 433, 435, 436, 453, 459, 460, 463, 468, 475, 478, 485, 487, 489, 494, 496, 503, 508, 509, 512, 521, 526, 527, 533, 538, 541
Punctuation		
8.6.5 Use correct punctuation.	15, 22, 25, 33, 47, 52, 61, 69, 75, 82, 85, 95, 103, 107, 112, 115, 125, 137, 142, 145, 159, 165, 173, 178, 183, 201, 210, 257, 263, 273, 279, 293, 298, 301, 317, 326, 341, 347, 352, 355, 371, 377, 382, 385, 393, 399, 403, 412, 421, 438, 441, 455, 461, 466, 479, 487, 497, 505, 512, 521, 527, 540, 545	3, 8, 18, 19, 33, 37, 40, 45, 60, 66, 68, 78, 80, 90, 107, 110, 111, 124, 127, 133, 134, 142, 148, 157, 159, 163, 172, 176, 189, 192, 196, 197, 200, 206, 210, 217, 225, 227, 231, 235, 237, 241, 243, 245, 255, 256, 262, 265, 269, 271, 277, 278, 283, 289, 291, 296, 309, 314, 315, 317, 318, 321, 330A, 333, 338, 345, 352, 362, 375, 380, 390, 395, 397, 398, 399, 403, 408, 409, 410, 413, 421, 423, 428, 433, 435, 436, 453, 459, 460, 463, 468, 475, 478, 485, 487, 489, 494, 496, 503, 508, 509, 512, 521, 526, 527, 533, 538, 541
Capitalization		
8.6.6 Use correct capitalization.	9, 22, 25, 33, 41, 55, 61, 69, 75, 82, 85, 95, 103, 107, 125, 129, 137, 145, 159, 165, 173, 178, 183, 193, 201, 213, 257, 263, 270, 279, 285, 293, 298, 309, 317, 326, 329, 341, 347, 352, 355, 371, 377, 385, 393, 399, 403, 415, 421, 431, 441, 455, 461, 471, 479, 497, 512, 515, 521, 527, 531, 540, 545	3, 8, 18, 19, 33, 37, 40, 45, 60, 66, 68, 78, 80, 90, 107, 110, 111, 124, 127, 133, 134, 142, 148, 157, 159, 163, 172, 176, 189, 192, 196, 197, 200, 206, 210, 217, 225, 227, 231, 235, 237, 241, 243, 245, 255, 256, 262, 265, 269, 271, 277, 278, 283, 289, 291, 296, 309, 314, 315, 317, 318, 321, 330A, 333, 338, 345, 352, 362, 375, 380, 390, 395, 397, 398, 399, 403, 408, 409, 410, 413, 421, 423, 428, 433, 435, 436, 453, 459, 460, 463, 468, 475, 478, 485, 487, 489, 494, 496, 503, 508, 509, 512, 521, 526, 527, 533, 538, 541