

Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Evangelization and Missionary Discipleship	Discipleship	8.E.1.1	Recognize that God knows and loves us personally and has a plan for each of our lives.
		8.E.1.10	Express the joy of being a disciple of Jesus Christ.
		8.E.1.11	Recognize that the role of a missionary disciple is to live the teachings of Christ in the world as guided by Scripture and the teachings of the Church.
		8.E.1.2	Encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament.
		8.E.1.3	Recognize that Jesus wants to be in a relationship with each of us.
		8.E.1.4	Understand and articulate the Good News that Jesus died on the cross for our sins in accordance with the Scriptures so that they can go to heaven.
		8.E.1.5	Recognize that Jesus' gift of salvation requires an ongoing response on the part of the believer.
		8.E.1.6	Reflect on the degree to which Jesus is a part of their lives.
		8.E.1.7	Discuss what discipleship and virtuous living look like for an 8th grade student.
		8.E.1.8	Assess the difficulty of being a missionary disciple in today's culture.
		8.E.1.9	Assess contemporary issues and lifestyles that conflict with living as a disciple of Jesus Christ.
Knowledge of Faith	Scripture	8.K.2.1	Explain the Deposit of Faith as containing the entirety of divine revelation contained in Scripture and Tradition that is continually defended, protected, and interpreted by the Magisterium.
		8.K.2.2	Understand that Scripture and Tradition must be accepted and honored with equal devotion and
		8.K.2.3	Articulate the human and divine authorship of sacred Scripture using the concept of inspiration.
		8.K.2.4	Understand the inspired books of Sacred Scripture firmly, faithfully, and without error teach that truth which God wished to see represented in the Sacred Scripture.
		8.K.2.5	Recognize that The Holy Spirit is central to opening the eyes of those who read Scripture and moving them to have faith in God.
		8.K.2.6	Understand that to interpret Scripture correctly the reader must be attentive to everything surrounding the human authors and what God wants to reveal to us through their words.

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Liturgy and Sacraments	Creed	8.K.1.1	Identify the Trinity as the central mystery of the Christian Faith that reveals God to us in three key relationships, that of God the Father, Jesus the Son of God, and the Holy Spirit.
		8.K.1.10	Know that there can never be any discrepancy between faith and reason since truth cannot contradict
		8.K.1.11	Understand that faith and reason are two modes of learning truth.
		8.K.1.12	Explain how faith supports reason and reason supports faith.
		8.K.1.13	Understand God brings good out of evil and suffering.
		8.K.1.14	Propose that creation should be received as a gift and not manipulated, dominated, and controlled.
		8.K.1.15	Explain what will happen to the body at the Resurrection.
		8.K.1.2	Explain that three persons of the Holy Trinity, Father, Son, and Holy Spirit, share the divine attributes.
		8.K.1.3	Explain that in the beginning, God created human beings in a state of original holiness and justice, with an intellect and free will, allowing them to know and choose the good, or to reject it.
		8.K.1.4	Identify original sin as the act by which Adam and Eve turned away from God (by trying to be God) and is passed on to all human beings, resulting in concupiscence (inclination to sin).
		8.K.1.5	Explain that in the Incarnation the Second Person of the Trinity, the Son of God takes on human nature.
		8.K.1.6	Understand that Jesus Christ is a divine person, with a divine nature and a human nature, that are joined
		8.K.1.7	Describe how the Paschal Mystery, the most important event in human history, has the power to save all people, in all times, when people accept Christ as Savior and Lord.
		8.K.1.8	Describe how Mary cooperated with the economy of salvation through her fiat by accepting and following her Son Jesus Christ.
		8.K.1.9	Describe ways in which God the Holy Spirit, who builds, animates, and sanctifies the Church, helps us in our weakness, and reveals Christ to us.
	Sacraments	8.L.1.1	Recognize that Jesus Christ founded the Catholic Church and its people live as sacramental people throughout their lives.
		8.L.1.10	Explain the difference between a secular marriage and an indissoluble sacramental marriage open to new
		8.L.1.11	State that the Lord affirms that Baptism is necessary for salvation.
		8.L.1.12	Identify that children who have died without baptism are entrusted to the mercy of God and that those who have not yet heard the Gospel, but seek God's will can be saved even if they have not been baptized.
		8.L.1.13	Show understanding that because Christ is at work in the sacraments, they are effective regardless of the disposition or holiness of the priest.

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	Sacraments (cont)	8.L.1.14	Understand the importance of the sacrament of Reconciliation to strengthen us as Christian witnesses and live out our vocation as confirmed Catholics.
		8.L.1.15	Describe viaticum as food for the journey and the last reception of the sacrament of the Eucharist.
		8.L.1.16	Recognize the ways in which the sacrament of the sick can be celebrated and explain the difference between this sacrament and viaticum, the last sacrament of the earthly journey.
		8.L.1.17	Understand that the Sacrament of Confirmation strengthens us to live as missionary disciples and share in the Great Commission to evangelize.
		8.L.1.18	Identify the gifts and fruits of the Holy Spirit and explain the ways disciples need and use these gifts throughout their lives and witness to the Gospel.
		8.L.1.19	List the charisms as outlined in 1 Corinthians 12.
		8.L.1.2	Recognize the Order of Christian Initiation of Adults (OCIA) as a disciple-formation process in which new members are welcomed into the Church.
		8.L.1.20	Express that a charism is a special grace and spiritual gift for the building up of the Church.
		8.L.1.21	Distinguish between the gifts and fruits of the Holy Spirit and charisms.
		8.L.1.22	Recognize that charisms manifest when a person has a living relationship with Jesus Christ.
		8.L.1.23	Identify the sacraments of initiation and the connection between baptism and confirmation.
		8.L.1.24	State the requirements for validly receiving the sacrament of Confirmation, the essential elements of the sacrament, and the reasons why the bishop is the ordinary minister.
		8.L.1.25	List the effects of the sacrament of Confirmation.
		8.L.1.26	Participate in the celebration of the Sacrament of Penance and Reconciliation.
		8.L.1.3	Recognize confirmation as a Sacrament of Initiation carrying an indelible character sealing the confirmands with the gifts of the Holy Spirit.
		8.L.1.4	List and explain how the sacraments sanctify us, build up the Church, and give us opportunities to worship God.
		8.L.1.5	Recall and explain that sacraments are visible signs instituted by Christ to give grace, categorize each of the seven sacraments, identify the minister(s) of each sacrament, and recall which sacraments carry an indelible character.
		8.L.1.6	Explain the role of Baptism in the plan of salvation.
		8.L.1.7	State the three ranks of holy orders and explain the roles of each in the life of the Church, especially the liturgy.

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Morality	Sacraments (cont)	8.L.1.8	Describe the role of the deacon.
		8.L.1.9	Discuss the dogma of transubstantiation and explain that, in the holy sacrifice of the Mass, the bread and wine become the body, blood, soul, and divinity of Jesus Christ.
	Liturgy	8.L.2.1	List and explain the Holy Days of Obligation related to Mary in the United States and recognize the importance of those days.
		8.L.2.10	Explain the signs for the bishop's apostolic ministry: the miter, the crozier, the pectoral cross, and the
		8.L.2.2	Show understanding of all parts of the Mass and the role of the assembly.
		8.L.2.3	Explain why the Church professes that the Eucharist is the source and summit of our Catholic life.
		8.L.2.4	Articulate that the Mass makes present the sacrifice of Jesus on the cross and sends us forth to fulfill our mission as disciples.
		8.L.2.5	Recite the appropriate responses and prayers of the Mass.
		8.L.2.6	Show that the Eucharistic celebration is an act of thanksgiving and praise to the Father, a re-presentation of Christ's sacrifice, his suffering, death, and Resurrection, and it makes Christ present by the power of his Word and his Spirit.
		8.L.2.7	Articulate that the sacrifice of Jesus at Calvary accomplishes our salvation.
		8.L.2.8	Show understanding of public devotions in parish life; especially Eucharistic adoration and benediction.
		8.L.2.9	Express the ways in which Christ can be personally encountered in the liturgy.
	Conscience	8.M.1.1	Express that sanctifying grace is the principle of divine life within us, which is given freely by the Trinity and not earned, and which is given and restored by the Sacraments.
		8.M.1.10	Describe how conscience informs the will in making good moral decisions.
		8.M.1.11	Name and define the theological and cardinal virtues.
		8.M.1.12	Articulate that we can habitually know and do what is good with the help of the theological and cardinal virtues.
		8.M.1.13	Recognize that the theological virtues are the foundation of Christian moral activity, animating the moral life and giving it a special character.
		8.M.1.14	Explain how the moral virtues govern our actions, order our passions, and guide our conduct according to reason and faith.
		8.M.1.15	Show that the virtues perfect the human intellect and will and the gifts of the Holy Spirit perfect the
		8.M.1.16	Articulate how practicing virtue leads to a life of authentic happiness.
		8.M.1.17	Recall the Seven Capital Sins and how virtue helps us to overcome them.

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	Conscience (cont)	8.M.1.18	Demonstrate the ability to judge the morality of human actions (thoughts, words, deeds, and omissions) by considering Church teaching, object, intent, circumstance, degree, and excess.
		8.M.1.19	Understand that the end of a human action does not justify the means by which it comes about.
		8.M.1.2	Know that God's sanctifying grace helps us to seek holiness by our free response to doing God's will in living the Christian life.
		8.M.1.20	Distinguish between the requirements for and the effects of mortal and venial sin and explain ways in which each type of sin can and must be forgiven by God's grace.
		8.M.1.21	Recognize that God's mercy and forgiveness are always available to us when we humbly acknowledge our sins, with a contrite heart, and confess our sins in the Sacrament of Penance and Reconciliation.
		8.M.1.3	Recall that grace is the free and undeserved gift of God's help and participation in the life of God.
		8.M.1.4	Articulate the significance of the truth that we are made in God's image and likeness.
		8.M.1.5	Know that denying ourselves and taking up our cross to follow Christ is reflected in the moral life.
		8.M.1.6	Recall that free will is the ability to choose the good.
		8.M.1.7	Understand that to receive God's mercy and forgiveness, we must recognize and admit our sins, and confess them in the Sacrament of Reconciliation and Penance with contrition.
		8.M.1.8	Understand that conscience is the innate ability to judge between good and evil.
		8.M.1.9	Recognize that we have the responsibility to form our conscience according to Church teaching.
	Christian Living	8.M.2.1	Explain that the Church has a right and duty to teach moral truth.
		8.M.2.10	Analyze elements of society (social media, norms for sexual behavior, entertainment, etc.) and categorize them as congruous or incongruous with Catholic moral teaching.
		8.M.2.11	Explain how an inappropriate pursuit of wealth, honor, power, or pleasure leads to sin while pursuing them for the good of others under the guidance of the Holy Spirit and for the glory of God leads to holiness and virtue; give examples for each.
		8.M.2.12	Know that the Church teaches that human life begins with conception and ends with natural death.
		8.M.2.13	List and explain the Precepts of the Church, and recognize that they flow from the rights and responsibilities of the baptized as members of the Church.
		8.M.2.14	Understand that what the Church teaches regarding the dignity of the human person and community are sound and rooted in the Apostolic Tradition and Sacred Scripture, as entrusted to the teaching office (Magisterium) of the Church.

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	Christian Living (cont)	8.M.2.15	Explain the marriage laws of the Church, and how these ensure the dignity of the husband, the wife, and the family while also supporting the health of the community.
		8.M.2.16	Illustrate how a disciple of Christ is called to live in the world but not of the world since our true home is in heaven, and give examples of how our American society both supports and opposes our Christian Life.
		8.M.2.17	Discuss the Spiritual and Corporal Works of Mercy and apply them to Christian living.
		8.M.2.18	Compare how the loving communion of man and woman is like that of the Trinity, a communion of persons who are love and who in giving and receiving are fruitful.
		8.M.2.19	Give examples of how a person is pure in heart, that is when he/she perceives and respects others as a gift and seeks to make a gift of himself/herself to others.
		8.M.2.2	Articulate what is meant by the universal call to holiness.
		8.M.2.20	Evaluate the beatitude: "Blessed are the pure in heart because they will see God" (cf. Matt 5:8).
		8.M.2.3	Understand that the gift of human freedom enables one to grow in both spiritual and moral maturity.
		8.M.2.4	Know that human sexuality as being all that makes a person male and female: physical characteristics and responses, psychological characteristics and emotional responses, social relationships and need for intimacy, intellectual aptitude and attitude, spiritual awareness, and the ability to participate in
		8.M.2.5	Understand that chastity is a moral virtue that includes self-mastery of our human freedom and using our bodies according to the purpose for which they were made.
		8.M.2.6	Understand that authentic friendships grow through chastity.
		8.M.2.7	Explain and give examples of how all Catholic moral teaching, rooted in the objective sources of Scripture, Tradition, and Magisterial Teaching, flows from the God-given, undeniable, dignity of each human person, beginning at natural conception.
		8.M.2.8	Differentiate between the objective moral law and the subjective secular law and understand that conscience obliges citizens to always choose moral law even when secular law opposes it.
		8.M.2.9	Identify how New Commandment fulfills the Commandments of the Old Law and leads to human growth, maturity, and flourishing according to the Divine Plan.
	Vocation	8.M.3.1	Explain that the Church understands vocation as a call from God to engage in the mission of the Church.
		8.M.3.10	Explain that when God calls a man and a woman to the vocation of marriage, he is inviting them into a special sacrament of his love.
		8.M.3.11	Explain that living out the spousal meaning of the body can be through marriage or virginity for the sake of the Kingdom.

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Christian Prayer	Vocation (cont)	8.M.3.2	Show understanding that Christian marriage is a visible sign of Christ's love for His Church
		8.M.3.3	Describe how members of the Body of Christ share responsibility for each other and all of humanity
		8.M.3.4	Describe the benefits and challenges of each vocation.
		8.M.3.5	Describe the requirements for each vocation.
		8.M.3.6	Describe the idea of a vocation and how it is the way one makes a total gift-of-self.
		8.M.3.7	Compare and contrast the sacrament of marriage and celibacy for the sake of the kingdom.
		8.M.3.8	Explain how God invites, and does not force, when he calls someone to the vocation of married life, consecrated life, or the priesthood, leaving the person free to respond.
		8.M.3.9	Describe how responding to the call of the consecrated life is a radical imitation of the life of Christ and is done to work for the kingdom of God on earth.
	Prayer	8.P.1.1	Explain how the gifts and the person of the Holy Spirit increase our desire for a personal relationship with the Divine Persons and support a vibrant and meaningful life of prayer and relationship with the Trinity.
		8.P.1.2	Examine our relationship with God through personal prayer and identify how that relationship leads to greater openness to hear God's call in our lives to our vocation.
		8.P.1.3	List the purposes and benefits of Eucharistic adoration and describe how a prayerful encounter with our Eucharistic Lord leads to inner peacefulness despite difficulties and challenges.
		8.P.1.4	Describe how the devotions of the Church, including the Liturgy of the Hours, Lectio Divina, observance of the Liturgical Season, novenas, litanies, and Eucharistic Adoration, deepen and enrich one's experience of the Catholic Church.
		8.P.1.5	Demonstrate an understanding of various ways of prayer such as meditation, contemplation, vocal prayer, and spiritual reading.
		8.P.1.6	Explain why and when the Church prays for the living and the dead, in the liturgy and within the liturgical calendar, and identify and recognize the constant prayer of the Church Triumphant for and with the Church Militant and the Church Suffering.
		8.P.1.7	Describe the Catholic devotions of a novena and a litany and identify some novenas and litanies.
		8.P.1.8	Write a spontaneous prayer and a prayer for vocations; Practice the prayer form of Lectio Divina: Lead a prayer using one or more of the following types of prayer: blessing, petition, intercession, thanksgiving, and praise. Participate in a novena or litany.

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Community Life	Catholic Church	8.C.1.1	Describe the living institution of the Catholic Church as the only institution founded by Christ and built by his apostles, animated by the Holy Spirit throughout history, with an ongoing mission in the world.
		8.C.1.10	Discuss the significance of the Edict of Milan for the growth and life of the Early Church.
		8.C.1.11	Identify early heresies and the councils that dealt with them (i.e. Nicaea, Constantinople, Ephesus).
		8.C.1.12	Discuss the contributions of religious orders and the development of religious life in the growth of the Church.
		8.C.1.13	Discuss the growth of Islam and how it impacted Christians and led to the rise of the Crusades.
		8.C.1.14	Discuss the reasons for and consequences of the schism between the Eastern and Western Church.
		8.C.1.15	Explain the reasons for and the results of the Inquisition.
		8.C.1.16	Discuss the Reformation and rise of Protestant churches and the Church's response in the Council of
		8.C.1.17	Describe the missionary activity of the Church throughout history on various continents and regions, focusing on key Saints in each area: (St. Francis Xavier, North American Martyrs, St. Junipero Serra; Bl. Bartolomeo de las Casas; St. Damien de Vuester (of Molokai).
		8.C.1.18	Discuss the Second Vatican Council, its purpose, and the New Evangelization from the Second Vatican Council to the present day.
		8.C.1.19	Identify important historical figures in the Catholic Church in the United States (e.g., St. Elizabeth Ann Seton (first American-born Saint), St. Katharine Drexel, St. Francis Xavier Cabrini (first American citizen to be declared a Saint); St. John Neuman. St. Kateri Tekakwitha, St. Isaac Jogues and Companions, Servant of God, Fr. Augustus Tolton, Fr. Pierre Marquette, Fr. Gabriel Richard, Bl. Solanus Casey; Ven. Fulton Sheen, Bl. Stanley Rother).
		8.C.1.2	Express that the birth of the Church occurred at Pentecost when the followers of Jesus gathered in prayer after his Ascension, received the gifts of the Holy Spirit, and set out to teach all nations; and that it is the fulfillment of Old Testament prophecies and the fulfillment of Jesus' promise to send the Holy Spirit.
		8.C.1.20	Explain that Baptism connects us to a universal community of believers beginning with our parish community.
		8.C.1.21	Explain the four Marian Dogma, and reflect on how they are expressed and seen in the life of Mary as revealed in Scripture and Tradition.
		8.C.1.22	Outline the canonization process and describe what is fundamentally necessary for one to be declared a
		8.C.1.23	Understand the important role of saints and martyrs in our Church and how they can assist us in our pursuit of holiness through the example of their earthly life and their intercession for us.

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	Catholic Church (cont)	8.C.1.3	Outline the early period of the Church from 30-313. Include the Apostolic Age, Roman persecutions, the contributions of the early Fathers, and Church councils.
		8.C.1.4	Identify the Marks of the Catholic Church; one, holy, catholic, and apostolic.
		8.C.1.5	Discuss the infallibility of the Pope in matters of faith and morals and apostolic succession.
		8.C.1.6	Explain dogma, doctrine, councils, conclaves, synods, encyclical, pastoral letter, canon law, and Apostolic Exhortation.
		8.C.1.7	Know that through the Sacrament of Confirmation we are fully initiated as Catholics and called to deeper, more active, participation in the life of our parish, and sent on mission to be witnesses of Jesus to
		8.C.1.8	Recognize that the members of the Church have contributed to the mission of the Church throughout her history and all of the baptized have received the Great Commission.
		8.C.1.9	Outline and discuss the key elements of the Acts of the Apostles including: The selection of a replacement for Judas (Acts 1:12-26); The conversion of Saul/Paul (Acts 9:1-19); The missionary work of Paul and Barnabas (Acts 13-14, 15:36-18:22, 18:23- 20:38); The Council of Jerusalem and the issues decided/settled there (Acts 15); Discuss the trials endured by the early disciples and apostles discuss
	Ecumenism	8.C.2.1	Describe the Orthodox Church as the church resulting from the Great Schism and define Orthodox
		8.C.2.2	Compare the Eastern Rite Catholic Churches that are in communion with the Roman Catholic Church, sharing our faith and sacraments, but expressed differently in liturgy and Canon Law.
		8.C.2.3	Describe the Church's efforts in ecumenical and interreligious dialogue as a means of seeking unity with and the conversion of other Christian Churches, Jews, Muslims, and other religions.
		8.C.2.4	Give examples of religious persecution, especially Christianity and Judaism, through various periods from the early Church to the present day.
		8.C.2.5	Explain that the Church recognizes her common heritage with the Jews, and, that the Church deplors all hatred, persecutions, and displays of anti-Semitism leveled at any time or from any source against the
		8.C.2.6	Understand that the Church acknowledges and teaches that the Jewish people were not solely responsible for the death of Jesus but that all of sinful humanity share responsibility for Christ's

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	Catholic Social Teaching	8.C.3.1	Explain the principles of Catholic social teaching that lead Catholics to live as disciples within society.
		8.C.3.2	Explain that the protection of all human life, the preferential option for the poor and vulnerable, and the God-given dignity of the human person are rooted in Scripture and essential to the health of a society.
		8.C.3.3	Articulate that the moment of natural conception is the beginning of human life as a unique human soul is created and gifted at that moment.
		8.C.3.4	Explain that murder, suicide, and abortion are forbidden by God because they go against the dignity of all human life.
		8.C.3.5	Recognize that by practicing the principle of Catholic social teaching on care for creation we are fulfilling God's command in Genesis to be stewards of the earth.
		8.C.3.6	Realize that the protection of life and the dignity of every person is rooted in Scripture and reason.

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Fluency and Accuracy	Range of Reading and Level of Text Complexity	8.RI.10	By the end of the year, read and comprehend literary nonfiction (including Scripture and other Catholic works) in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		8.RL.10	By the end of the year, read and comprehend literature, including Scripture, stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text and text-to-world connections that deepen understanding of the text.
Reading-Literature	Key Ideas and Details.	8.RL.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
		8.RL.2	Analyze literary text development.a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.b. Incorporate a theme and its relationship to other story elements into an objective summary of the text.
		8.RL.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
	Analyzing Text	8.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.
		8.RL.5	Compare and contrast the structure of two or more texts (e.g. the Gospels) and analyze how the differing structure of each text contributes to its meaning and style.
		8.RL.6	Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
		8.RL.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
		8.RL.9	Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and the Epic of Gilgamesh, including describing how the material is rendered new.

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Reading- Informational Text	Key Ideas and Details	8.RI.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
		8.RI.2	Analyze informational text development.a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.b. Incorporate central ideas and their relationships into an objective summary of the text.
		8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
	Analyzing Text	8.RI.4	Determine the meaning of words and phrases as they are used in a text (including Scripture and other Catholic works) including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
		8.RI.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
		8.RI.6	Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
		8.RI.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
		8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
		8.RI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Language	Grammar and Usage	8.L.1	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.b. Form and use verbs in the active and passive voice.c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.d. Recognize and correct inappropriate shifts in verb voice and mood.
	Conventions of standard English (capitalization, punctuation, spelling, etc.)	8.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.b. Use an ellipsis to indicate an omission.c. Spell correctly.

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	Knowledge of Language	8.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.a. Use verbs in the active and passive voice (e.g., expressing the actor or the action).b. Use verbs in the conditional and
		8.L.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases, including the vocabulary of the Catholic Faith, based on grade 8 reading and content, choosing flexibly from a range of
		8.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Interpret figures of speech (e.g. verbal irony, puns) in context.b. Use the relationship between particular words to better understand each of the words.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
		8.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or
	Research to Build and Present Knowledge	8.W.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
		8.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
		8.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a, Apply grade 8 Reading standards to literature (e.g. "Analyze how a modern work of fiction alludes to themems, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and the Epic of Gilgamesch, including describing how the material is rendered new") b.Apply grade 8 reading standards to literary nonfiction (e.g. "Delineate and evaluate the arguement and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevany and sufficient; recognize when irrelevany evidence is introduced")

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	Writing Arguments	8.W.1	Write arguments to support claims with clear reasons and relevant evidence.a. Establish a clear thesis statement to present an argument.b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.e. Establish and maintain a formal style.f. Provide a concluding statement or section that follows from and supports the argument presented
		8.WA.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		8.WA.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
		8.WA.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.
	Writing- Informative/Explanatory	8.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.a. Establish a clear thesis statement to present information.b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension.c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.e. Use precise language and domain-specific vocabulary to inform about or explain the topic.f. Establish and maintain a formal style.g. Provide a concluding statement or section that follows from and supports the information or explanation presented
		8.WI.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		8.WI.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
		8.WI.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

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	Writing-Narrative	8.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
		8.WN.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		8.WN.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
		8.WN.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.
	Writing for Different Purposes and Audiences	8.W.10	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 discipline-specific tasks, purposes, and audiences.

Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Speaking and Listening	Comprehension and Communication	8.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
		8.SL.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
		8.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
	Presentation of Knowledge and Ideas	8.SL.4	Present claims and findings including from a Catholic perspective, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use
		8.SL.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
		8.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Health	Alcohol, Tobacco and Drugs	8.ATOD.1.1 8.ATOD.1.2 8.ATOD.1.3 8.ATOD.1.4 8.ATOD.1.5 8.ATOD.1.6 8.ATOD.1.7 8.ATOD.1.8 8.ATOD.2.1 8.ATOD.2.2 8.ATOD.2.3 8.ATOD.2.4 8.ATOD.2.5 8.ATOD.4.1 8.ATOD.4.2 8.ATOD.4.3 8.ATOD.4.4 8.ATOD.4.5 8.ATOD.5.1 8.ATOD.5.2 8.ATOD.5.3 8.ATOD.5.4 8.ATOD.5.5	Summarize the dangers of experimenting with marijuana. Summarize the negative short and long- term physical, mental, social, legal, and economic consequences of using of marijuana. Determine reasons why people choose to use or not to use marijuana. Describe situations that could lead to the use marijuana. Explain why using marijuana is an unhealthy way to manage stress. Explain school policies and community laws about marijuana. Determine the benefits of being marijuana free. Describe positive alternatives to using marijuana. Explain the influence of school rules and community laws on marijuana use. Explain how perceptions of norms can influence marijuana use. Explain how social expectations can influence marijuana use. Explain how personal values and beliefs can influence marijuana use. Describe how marijuana use can influence the likelihood of engaging in other unhealthy behaviors. Demonstrate the use of effective verbal and nonverbal communication to avoid experimenting with marijuana. Demonstrate the use of effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who is under the influence of marijuana. Demonstrate effective peer resistance skills to avoid experimenting with or using marijuana. Demonstrate how to communicate empathy and support for a friend or family member trying to quit using ATOD. Demonstrate how to seek help for a friend or family member to help them quit using ATOD. Identify circumstances that help or hinder making a decision to be marijuana free. Determine when situations require a decision related to marijuana use (e.g., when offered an unknown pill by a peer). Distinguish when decisions related to marijuana use should be made individually or with help of others. Explain how family, culture, media, peers, and personal beliefs affect a decision related to marijuana use. Distinguish between healthy and unhealthy alternatives of a decision related to marijuana use.

Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
	Alcohol, Tobacco and Drugs (cont)	8.ATOD.5.6	Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to marijuana use.
		8.ATOD.5.7	Choose a healthy alternative when making a decision related to marijuana use.
		8.ATOD.5.8	Analyze the effectiveness of a related to marijuana final outcome of a decision use.
	Healthy Eating	8.HE.1.1	Examine how nutritional choices can contribute to health problems including energy and performance
		8.HE.1.2	Examine the relationship between calorie intake and level of activity to body weight and maintaining a healthy body weight.
		8.HE.1.3	Describe the role of exercise and proper nutrition play in prevention of disease and proper growth through adolescence.
		8.HE.1.4	Identify healthy and risky approaches to weight management.
		8.HE.6.1	Assess personal eating practices.
		8.HE.6.2	Set a realistic personal goal to improve healthy eating behaviors.
		8.HE.6.3	Assess the barriers to achieving a personal goal to improve healthy eating behaviors.
		8.HE.6.4	Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.
		8.HE.6.5	Use strategies and skills to achieve a personal goal to improve healthy eating behaviors.
	Mental and Emotional Health/Healthy Relationships	8.MEH/HR.1.1	Explain the negative characteristics of power and control in a relationship
		8.MEH/HR.1.2	Explain positive and negative ways of dealing with stress.
		8.MEH/HR.1.3	Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.
		8.MEH/HR.1.4	Describe warning signs of people who are in danger of hurting themselves or others.
		8.MEH/HR.1.5	Describe how power differences and controlling behaviors can contribute to unhealthy relationships (e.g., aggression and violence)
		8.MEH/HR.1.6	Describe techniques that are used to coerce or pressure someone.
		8.MEH/HR.1.7	Explain why individuals have the right to set boundaries.
		8.MEH/HR.1.8	Determine the benefits of being sexually abstinent.
		8.MEH/HR.1.9	Describe why sexual abstinence is the safest and most effective risk avoidance method of protection from HIV, other STIs and pregnancy.
		8.MEH/HR.1.10	Describe a variety of appropriate ways to respond to stress when angry or upset.

Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
	Mental and Emotional Health/Healthy Relationships (cont)		<p>8.MEH/HR.1.1 Explain causes and effects of stress.</p> <p>8.MEH/HR.1.1 Describe personal stressors at home in school and with friends.</p> <p>8.MEH/HR.2.1 Explain how social expectations influence healthy and unhealthy relationships and mental health.</p> <p>8.MEH/HR.2.1 Explain how personal values and beliefs affect relationships and mental health.</p> <p>8.MEH/HR.2.1 Analyze how relevant influences of family and culture affect relationships and mental health.</p> <p>8.MEH/HR.2.1 Analyze how relevant influences of media and technology affect relationships and mental health.</p> <p>8.MEH/HR.2.1 Analyze how relevant influences of peers affect relationships and mental health.</p> <p>8.MEH/HR.4.1 Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health and promote healthy relationships.</p> <p>8.MEH/HR.4.1 Demonstrate how to effectively ask for assistance from a trusted adult regarding relationship questions or concerns.</p> <p>8.MEH/HR.4.1 Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.</p> <p>8.MEH/HR.4.1 Demonstrate how to seek help for a friend or family member who is showing signs of suicidal ideation.</p> <p>8.MEH/HR.4.1 Demonstrate how to communicate to a trusted adult if there is a perception that someone wants to engage in violence.</p> <p>8.MEH/HR.4.1 Demonstrate respect for human dignity virtually and in- person. (SEL C3.3c)</p> <p>8.MEH/HR.4.1 Recognize that personal and group needs can differ and identify positive actions to balance the needs of all (SEL C4.3c)</p> <p>8.MEH/HR.4.1 Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed (SEL D3.3c)</p> <p>8.MEH/HR.7.1 Explain the importance of being responsible for practicing sexual abstinence.</p> <p>8.MEH/HR.7.1 Gather evidence to support and solve academic and social challenges. (SEL E1. 2c)</p> <p>8.MEH/HR.7.1 Demonstrate ability to manage transitions and adapt to changing situations and responsibilities in school and life. (SEL E4. 3c)</p> <p>8.MEH/HR.7.1 Analyze personal practices and behaviors that reduce or prevent risky behaviors.</p> <p>8.MEH/HR.7.1 Demonstrate practices and behaviors to improve the health of oneself and others.</p> <p>8.MEH/HR.7.1 Make a commitment to practice healthy behaviors.</p> <p>8.MEH/HR.7.1 Demonstrate how to prevent and manage stress in healthy ways.</p>

Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
	Mental and Emotional Health/Healthy Relationships (cont)		<p>8.MEH/HR.7.1 Investigate a potential career path that builds on personal strengths and addresses challenges (SEL A2. 2c)</p> <p>8.MEH/HR.7.2 Demonstrate basic self- advocacy academically and socially. (SEL A4. 3c)</p> <p>8.MEH/HR.7.3 Interact on social and digital media responsibly and understand the potential impact on reputation and relationships. (SEL D1. 3c)</p> <p>8.MEH/HR.7.4 Utilize strategies to manage social pressures. (SEL D2. 3c)</p>
	Personal Health and Wellness		<p>8.PHW.1.1 Explain how the most common STIs are transmitted.</p> <p>8.PHW.1.10 Summarize ways to decrease the spread of STIs and HIV.</p> <p>8.PHW.1.2 Explain how HIV is transmitted.</p> <p>8.PHW.1.3 Describe usual signs and symptoms of common STIs.</p> <p>8.PHW.1.4 Describe usual signs and symptoms of HIV.</p> <p>8.PHW.1.5 Explain that some STIs and HIV are asymptomatic.</p> <p>8.PHW.1.6 Explain the short- and long-term consequences of common STIs.</p> <p>8.PHW.1.7 Explain the short- and long-term consequences of HIV.</p> <p>8.PHW.1.8 Summarize which STIs can be cured and which can be treated.</p> <p>8.PHW.1.9 Explain that being sexually abstinent is the only 100% way to prevent STIs and HIV.</p> <p>8.PHW.2.1 Explain the influence of school rules and community laws on personal health and wellness-related practices and behaviors.</p> <p>8.PHW.2.2 Explain how perceptions of norms influence healthy and unhealthy personal health and wellness related practices and behaviors.</p> <p>8.PHW.2.3 Explain how social expectations influence healthy and unhealthy personal health and wellness related practices and behaviors.</p> <p>8.PHW.2.4 Explain how personal values and beliefs influence personal health and wellness- related practices and behaviors.</p>

Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
	Personal Health and Wellness (cont)	8.PHW.2.5	Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
		8.PHW.2.6	Analyze how relevant influences of family and culture affect personal health and wellness-related practices and behaviors.
		8.PHW.2.7	Analyze how relevant influences of school and community affect personal health and wellness related practices and behaviors.
		8.PHW.2.8	Analyze how relevant influences of media and technology affect personal health and wellness related practices and behaviors.
		8.PHW.2.9	Analyze how relevant influences of peers affect personal health and wellness-related practices and
		8.PHW.5.1	Identify circumstances that help or hinder making a healthy decision related to avoiding the consequences of STIs.
		8.PHW.5.2	Distinguish when decisions about health should be made individually or with the help of others.
		8.PHW.5.3	Explain how family, culture, media, peers, and personal beliefs affect decisions to prevent STIs.
	Safety	8.SAFE.1.1	Describe ways to reduce risk of injury when playing sports.
		8.SAFE.1.2	Explain climate-related physical conditions that affect personal safety such as heat exhaustion sunburn heat stroke and hypothermia. 8.SAFE.1.3. Identify protective equipment needed for sports and recreational activities.
		8.SAFE.1.4	Explain the importance of helmets and other safety gear for biking riding a scooter skateboarding and inline skating.
		8.SAFE.1.5	Describe ways to reduce risk of injuries while riding in or on a motor vehicle.
		8.SAFE.8.1	State a health enhancing position, supported with accurate information, to improve the safety of others.
		8.SAFE.8.2	Persuade others to make positive safety and injury prevention choices

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	Violence Prevention	8.VP.1.1	Describe how prejudice, discrimination, intolerance, and bias can lead to violence.
		8.VP.1.2	Explain how intolerance can affect others.
		8.VP.1.3	Explain the benefits of living in a diverse society.
		8.VP.1.4	Describe ways to manage interpersonal conflict nonviolently.
		8.VP.1.5	Determine the benefits of using non-violence to solve interpersonal conflict.
		8.VP.1.6	Explain why it is important to understand the perspectives of other in resolving conflict situations nonviolently.
		8.VP.1.7	Analyze the risks of using violence as an impulsive behavior or response to stress or conflict.
		8.VP.1.8	Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.
		8.VP.1.9	Describe the signs and symptoms of people who are in danger of hurting themselves or others.
		8.VP.4.1	Demonstrate the use of effective verbal and nonverbal communication skills to prevent violence.
		8.VP.4.2	Demonstrate effective negotiation skills to avoid or reduce violence.
		8.VP.4.3	Demonstrate healthy ways to manage or resolve conflict to prevent violence.
		8.VP.4.4	Demonstrate how to effectively ask for assistance to prevent violence.

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The Number System	Irrational Numbers	8-NS.1	Know that real numbers are either rational or irrational. Understand informally that every number has a decimal expansion which is repeating, terminating, or is non-repeating and non-terminating.
		8-NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better
Expressions and Equations	Multidigit Computation	8.NS.3	Perform operations with multi-digit real numbers.
	Linear Equations	8-EE.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
		8-EE.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
	Radicals and Exponents	8-EE.1	Understand, explain, and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \cdot 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.
		8-EE.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
		8-EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as $3 \cdot 10^8$; and the population of the world as $7 \cdot 10^9$; and determine that the world population is more than 20 times larger.
		8-EE.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

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Functions	Systems of Linear Equations	8-EE.7	Solve linear equations in one variable.a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
		8-EE.8	Understand that the solution to a pair of linear equations in two variables corresponds to the point(s) of intersection of their graphs, because the point(s) of intersection satisfy both equations simultaneously.b. Use graphs to find or estimate the solution to a pair of two simultaneous linear equations in two variables. Equations should include all three solution types: one solution, no solution, and infinitely many solutions. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6. c. Solve real-world and mathematical problems leading to pairs of linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. (Limit solutions to those that can be addressed by graphing.)
	Concepts of Functions	8-F.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. Function notation is not required in Grade 8.
		8-F.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.
		8-F.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.

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Geometry	Model or Apply Functions	8-F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
		8-F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
	Congruence and Similarity	8-G.1	Verify experimentally the properties of rotations, reflections, and translations (include examples both with and without coordinates).a. Lines are taken to lines, and line segments are taken to line segments of the same length.b. Angles are taken to angles of the same measure.c. Parallel lines are taken to parallel
		8-G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. (Include examples both with and without
		8-G.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
		8-G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. (Include examples both with and without coordinates.)
		8-G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.
	Pythagorean Theorem	8-G.6	Analyze and justify an informal proof of the Pythagorean Theorem and its converse.
		8-G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
		8-G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
	Word Problems - 3D Figures	8-G.9	Solve real-world and mathematical problems involving volumes of cones, cylinders, and spheres.

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Statistics and Probability	Data with 2 Variables	8-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, negative, or
		8-SP.2	Understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. (GAISE Model, steps 3 and 4)
		8-SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. (GAISE Model, steps 3 and 4)
		8-SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

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Earth and Space Science	Physical Earth	8.ESS.1:	The composition and properties of Earth's interior are identified by the behavior of seismic waves.
		8.ESS.2:	Earth's lithosphere consists of major and minor tectonic plates that move relative to each other.
		8.ESS.3:	A combination of constructive and destructive geologic processes formed Earth's surface.
		8.ESS.4:	Evidence of the dynamic changes of Earth's surface through time is found in the geologic record.
Life Science	Species and Reproduction	8.LS.1:	Diversity of species, a result of variation of traits, occurs through the process of evolution and extinction over many generations. The fossil records provide evidence that changes have occurred in number and types of species.
		8.LS.2:	Every organism alive today comes from a long line of ancestors who reproduced successfully every
		8.LS.3:	The characteristics of an organism are a result of inherited traits received from parent(s).
Physical Science	Forces and Motion	8.PS.1:	Objects can experience a force due to an external field such as magnetic, electrostatic, or gravitational
		8.PS.2:	Forces can act to change the motion of objects.
Scientific Inquiry, Practice and Applications	Nature of Science	8.NaS.1:	Students will apply practices of scientific inquiry,, specifically, students will be able to do the following: a. Apply knowledge of science content to real world challenges; b. Identify questions that can be answered through scientific investigations; c. Design and conduct scientific investigations; d. Use appropriate mathematics, tools and techniques to gather data and information; e. Analyze and interpret data; f. Develop descriptions, models, explanations, and predictions; g. Think critically and logically to connect evidence and explanations; h. Recognize and analyze alternative explanations and predictions; i. Communicate scientific procedures and explanations; j. Design technological/engineering solutions; k. Apply Catholic values to development and application of science concepts.
		8.NaS.2:	Students through experimentation and observation discover that science is a way of knowing about the world and is both a body of knowledge and a set of processes to discover new knowledge. Students through measurement and observation determine that objects and events occur in consistent patterns that are understandable while carefully considering outliers. Science disciplines share common rules of obtaining and evaluating empirical data.

Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
	Nature of Science (cont)		<p>8.NaS.3: Students will see the importance of human interaction in contributing to science knowledge. Specifically: a. Individuals from different social, cultural, and ethnic backgrounds work as scientists and engineers. b. Scientists and engineers are guided by habits of mind, such as intellectual honesty, tollerance of ambiguity, skepticism and openness to ideas. c. Scientists and engineers rely on human qualities such as persistence, precision, reasoning, logic, imagination, and creativity.</p> <p>8.NaS.4: Science explanations are subject to revision and improvment in light of scientific evidence or new understanding of scientific evidence.</p>

Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
U.S. Studies from 1492 to 1877: Exploration through Reconstruction	A New Nation	8.HIS.7:	The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people
		8.HIS.8:	Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Actions of early presidential administrations established a strong federal government, provided peaceful
		8.HIS.9:	transitions of power and repelled a foreign invasion.
	Civil War and Reconstruction	8.HIS.12:	Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.
		8.HIS.13	Key events and significant figures in American history influenced the course and outcome of the Civil War (Note: new teachers- list key events and people).
		8.HIS.14:	The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.
	Colonization to Independence	8.HIS.2:	North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
		8.HIS.3:	Competition for control of territory and resources in North America led to conflicts among colonizing
		8.HIS.4:	The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.
		8.HIS.5:	The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution (NOTE: Focus on dissatisfaction)
	Expansion	8.HIS.6	American Revolution (Note: Explain key events. Make sure to cover the American Revolution events in more detail).
		8.HIS.10:	The United States added to its territory through treaties and purchases.
		8.HIS.11:	Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.
	Historical Thinking and Skills	8.HIS.1:	Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

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	Geography	8.GEO.15:	Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.
		8.GEO.16:	The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.
		8.GEO.17:	The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.
		8.GEO.18:	Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.
		8.GEO.19:	Americans began to develop a unique national identity among its diverse regional and cultural populations based on democratic ideals.
	Government	8.GOV.20:	Active participation in religious, social and civic groups can lead to the attainment of individual and public goals.
		8.GOV.21:	Informed citizens understand how media and communication technology influence public opinion.
		8.GOV.22:	The U.S. Constitution established a federal republic, providing a framework for a national government with elected representative, separation of powers, and checks and balances.
		8.GOV.23:	The U.S. Constitution protects citizens' rights by limiting the power of government.
	Economics	8.ECO.24:	Choices made by individuals, businesses and governments have both present and future consequences.
		8.ECO.25:	The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.
		8.ECO.26:	Governments can impact markets by means of spending, regulations, taxes and trade barriers.
		8.ECO.27:	The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.
	Financial Literacy	8.FL.15	Using key investing principles one can achieve the goal of increasing net worth.
		8.FL.16	Investment strategies must take several factors into consideration such as compounding interest, costs, fees, tax implications and the time value of money.
		8.FL.17	Government agencies are charged with regulating providers of financial services to help protect investors.

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	Financial Literacy (cont)	8.FL.18	Credit is a contractual agreement in which a borrower receives something of value now and agrees to repay to lender at some later date.
		8.FL.19	Debt is an obligation owed by one party to a second party.
		8.FL.20	Effectively balancing credit and debt helps one achieve some short and long -term goals.
		8.FL.20.8	Effectively balancing credit and debt helps one achieve some short and long- term goals.
		8.FL.21	Financial documents and contractual obligations inform the consumer and define the terms and conditions of establishing credit and incurring debt.
		8.FL.22	Many options exist for paying for post- secondary education opportunities.
		8.FL.23	Safeguards exist that help protect one's identity, money and property.