



# Texas Assessment of Knowledge and Skills - Answer Key

**Grade: 08**  
**Subject: Mathematics**  
**Administration: April 2004**

Item Number	Correct Answer	Objective Measured	Student Expectations
01	B	02	8.5 (A)
02	H	03	8.7 (D)
03	C	01	8.1 (D)
04	G	05	8.12 (C)
05	A	03	8.7 (B)
06	J	01	8.2 (A)
07	A	02	8.4 (A)
08	J	05	8.13 (A)
09	B	06	8.15 (A)
10	F	06	8.16 (A)
11	D	05	8.12 (B)
12	J	06	8.14 (B)
13	D	04	8.8 (A)
14	F	02	8.5 (A)
15	C	03	8.6 (A)
16	J	01	8.2 (C)
17	C	04	8.9 (A)
18	F	05	8.12 (A)
19	D	02	8.4 (A)
20	H	06	8.14 (B)
21	2	02	8.3 (B)
22	H	03	8.7 (C)
23	A	02	8.3 (A)
24	F	02	8.3 (B)
25	C	01	8.1 (A)
26	G	06	8.14 (A)
27	C	03	8.6 (B)
28	H	04	8.10 (A)
29	C	06	8.16 (B)
30	F	05	8.11 (A)
31	D	06	8.15 (A)
32	G	02	8.5 (B)
33	D	04	8.8 (C)
34	F	06	8.14 (C)
35	D	01	8.2 (B)
36	G	04	8.9 (B)
37	D	01	8.2 (D)
38	G	03	8.7 (B)
39	C	02	8.5 (B)
40	F	01	8.1 (B)
41	D	06	8.16 (B)
42	G	01	8.1 (C)
43	C	01	8.1 (D)
44	J	03	8.7 (A)
45	A	05	8.13 (B)
46	H	06	8.14 (C)
47	D	01	8.2 (B)
48	H	02	8.3 (A)
49	C	05	8.11 (B)
50	F	05	8.12 (B)

## Grade 8 Mathematics

Refer to the *TAKS Information Booklet Mathematics Grades 5-9* or *Mathematics Grades 8-11* for a more complete description of the objectives measured.

### **Objective 1: The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.**

- (8.1) **Number, operation, and quantitative reasoning.** The student understands that different forms of numbers are appropriate for different situations. The student is expected to
- (A) compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals;
  - (B) select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships;
  - (C) approximate mentally [and with calculators] the value of irrational numbers as they arise from problem situations ( $\pi$ ,  $\sqrt{2}$ ); and
  - (D) express numbers in scientific notation, including negative exponents, in appropriate problem situations [using a calculator].
- (8.2) **Number, operation, and quantitative reasoning.** The student selects and uses appropriate operations to solve problems and justify solutions. The student is expected to
- (A) select and use appropriate operations to solve problems and justify the selections;
  - (B) add, subtract, multiply, and divide rational numbers in problem situations;
  - (C) evaluate a solution for reasonableness; and
  - (D) use multiplication by a constant factor (unit rate) to represent proportional relationships; for example, the arm span of a gibbon is about 1.4 times its height,  $a = 1.4h$ .

### **Objective 2: The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.**

- (8.3) **Patterns, relationships, and algebraic thinking.** The student identifies proportional relationships in problem situations and solves problems. The student is expected to
- (A) compare and contrast proportional and non-proportional relationships; and
  - (B) estimate and find solutions to application problems involving percents and proportional relationships such as similarity and rates.
- (8.4) **Patterns, relationships, and algebraic thinking.** The student makes connections among various representations of a numerical relationship. The student is expected to
- (A) generate a different representation given one representation of data such as a table, graph, equation, or verbal description.

## Grade 8 Mathematics (continued)

- (8.5) **Patterns, relationships, and algebraic thinking.** The student uses graphs, tables, and algebraic representations to make predictions and solve problems. The student is expected to
- (A) estimate, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations; and
  - (B) use an algebraic expression to find any term in a sequence.

### **Objective 3: The student will demonstrate an understanding of geometry and spatial reasoning.**

- (8.6) **Geometry and spatial reasoning.** The student uses transformational geometry to develop spatial sense. The student is expected to
- (A) generate similar shapes using dilations including enlargements and reductions; and
  - (B) graph dilations, reflections, and translations on a coordinate plane.
- (8.7) **Geometry and spatial reasoning.** The student uses geometry to model and describe the physical world. The student is expected to
- (A) draw solids from different perspectives;
  - (B) use geometric concepts and properties to solve problems in fields such as art and architecture;
  - (C) use pictures or models to demonstrate the Pythagorean Theorem; and
  - (D) locate and name points on a coordinate plane using ordered pairs of rational numbers.

### **Objective 4: The student will demonstrate an understanding of the concepts and uses of measurement.**

- (8.8) **Measurement.** The student uses procedures to determine measures of solids. The student is expected to
- (A) find surface area of prisms and cylinders using [concrete] models and nets (two-dimensional models); and
  - (C) estimate answers and use formulas to solve application problems involving surface area and volume.
- (8.9) **Measurement.** The student uses indirect measurement to solve problems. The student is expected to
- (A) use the Pythagorean Theorem to solve real-life problems; and
  - (B) use proportional relationships in similar shapes to find missing measurements.

## Grade 8 Mathematics (continued)

- (8.10) **Measurement.** The student describes how changes in dimensions affect linear, area, and volume measures. The student is expected to
- (A) describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally; and
  - (B) describe the resulting effect on volume when dimensions of a solid are changed proportionally.

### **Objective 5: The student will demonstrate an understanding of probability and statistics.**

- (8.11) **Probability and statistics.** The student applies concepts of theoretical and experimental probability to make predictions. The student is expected to
- (A) find the probabilities of compound events (dependent and independent); and
  - (B) use theoretical probabilities and experimental results to make predictions and decisions.
- (8.12) **Probability and statistics.** The student uses statistical procedures to describe data. The student is expected to
- (A) select the appropriate measure of central tendency to describe a set of data for a particular purpose;
  - (B) draw conclusions and make predictions by analyzing trends in scatterplots; and
  - (C) construct circle graphs, bar graphs, and histograms, [with and] without technology.
- (8.13) **Probability and statistics.** The student evaluates predictions and conclusions based on statistical data. The student is expected to
- (A) evaluate methods of sampling to determine validity of an inference made from a set of data; and
  - (B) recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.

### **Objective 6: The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.**

- (8.14) **Underlying processes and mathematical tools.** The student applies Grade 8 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to
- (A) identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;
  - (B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; and

### Grade 8 Mathematics (continued)

- (C) select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.
- (8.15) **Underlying processes and mathematical tools.** The student communicates about Grade 8 mathematics through informal and mathematical language, representations, and models. The student is expected to
- (A) communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.
- (8.16) **Underlying processes and mathematical tools.** The student uses logical reasoning to make conjectures and verify conclusions. The student is expected to
- (A) make conjectures from patterns or sets of examples and nonexamples; and
  - (B) validate his/her conclusions using mathematical properties and relationships.



# Texas Assessment of Knowledge and Skills - Answer Key

**Grade: 08**  
**Subject: Reading**  
**Administration: April 2004**

Item Number	Correct Answer	Objective Measured	Student Expectations
01	C	01	8.10 (F)
02	F	01	8.9 (D)
03	D	04	8.10 (H)
04	G	03	8.10 (E)
05	D	01	8.10 (G)
06	G	03	8.10 (E)
07	D	04	8.10 (H)
08	J	03	8.10 (E)
09	C	04	8.12 (I)
10	G	04	8.11 (C)
11	C	03	8.10 (L)
12	H	03	8.10 (L)
13	C	02	8.12 (J)
14	H	02	8.12 (F)
15	C	02	8.12 (F)
16	J	02	8.12 (G)
17	C	04	8.11 (C)
18	F	04	8.10 (H)
19	D	04	8.12 (K)
20	F	04	8.10 (H)
21	D	04	8.11 (C)
22	J	03	8.12 (A)
23	A	01	8.10 (G)
24	F	01	8.9 (B)
25	A	01	8.10 (F)
26	H	01	8.10 (F)
27	D	04	8.10 (H)
28	J	01	8.10 (F)
29	B	02	8.12 (F)
30	J	04	8.12 (K)
31	D	02	8.12 (F)
32	H	04	8.10 (H)
33	C	03	8.10 (L)
34	F	04	8.11 (D)
35	D	03	8.10 (I)
36	F	02	8.12 (F)
37	D	01	8.9 (B)
38	G	03	8.10 (E)
39	D	02	8.12 (F)
40	G	02	8.12 (G)
41	A	01	8.9 (D)
42	F	04	8.10 (H)
43	B	04	8.11 (C)
44	H	03	8.10 (E)
45	A	04	8.11 (C)
46	J	02	8.12 (F)
47	C	01	8.10 (F)
48	H	01	8.9 (B)

## Grade 8 Reading

Refer to the *TAKS Information Booklet Reading Grades 5-8* for a more complete description of the objectives measured.

### **Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.**

- (8.6) **Reading/word identification.** The student uses a variety of word recognition strategies. The student is expected to
- (B) use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8).
- (8.9) **Reading/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to
- (B) draw on experiences to bring meanings to words in context such as interpreting [idioms,] multiple-meaning words, and analogies (6-8);
  - (D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, or *un-* (4-8); and
  - (F) distinguish denotative and connotative meanings (6-8).
- (8.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to
- (F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8); and
  - (G) paraphrase and summarize text to recall, inform, or organize ideas (4-8).

### **Objective 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.**

- (8.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to
- (F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);
  - (G) recognize and analyze story plot, setting, and problem resolution (4-8); and
  - (J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8).

### **Objective 3: The student will use a variety of strategies to analyze culturally diverse written texts.**

- (8.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to
- (E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);

## Grade 8 Reading

- (I) find similarities and differences across texts such as in treatment, scope, or organization (4-8); and
  - (L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).
- (8.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to
- (A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);
  - (C) compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants (2-8); and
  - (H) describe how the author's perspective or point of view affects the text (4-8).

### **Objective 4: The student will apply critical-thinking skills to analyze culturally diverse written texts.**

- (8.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to
- (H) draw inferences such as conclusions or generalizations and support them with text evidence [and experience] (4-8); and
  - (J) distinguish fact and opinion in various texts (4-8).
- (8.11) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to
- (C) support responses by referring to relevant aspects of text [and his/her own experiences] (4-8); and
  - (D) connect, compare, and contrast ideas, themes, and issues across text (4-8).
- (8.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to
- (I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8); and
  - (K) recognize how style, tone, and mood contribute to the effect of the text (6-8).





# Texas Assessment of Knowledge and Skills - Answer Key

**Grade: 08**  
**Subject: Social Studies**  
**Administration: April 2004**

Item Number	Correct Answer	Objective Measured	Student Expectations
01	A	02	8.11 (C)
02	F	01	8.8 (A)
03	C	03	8.28 (A)
04	H	02	8.12 (A)
05	D	01	8.4 (B)
06	G	05	8.30 (A)
07	A	04	8.16 (D)
08	G	01	8.6 (D)
09	A	05	8.30 (A)
10	G	01	8.5 (G)
11	A	03	8.5 (B)
12	H	05	8.30 (B)
13	B	03	8.28 (A)
14	J	02	8.10 (B)
15	D	03	8.28 (C)
16	J	01	8.6 (B)
17	A	04	8.16 (B)
18	J	01	8.4 (D)
19	B	02	8.6 (E)
20	J	04	8.3 (B)
21	D	02	8.12 (A)
22	J	01	8.5 (E)
23	A	04	8.18 (B)
24	G	01	8.7 (C)
25	B	04	8.17 (B)
26	F	04	8.17 (A)
27	D	04	8.19 (B)
28	F	01	8.1 (C)
29	B	03	8.15 (A)
30	H	01	8.1 (A)
31	B	01	8.6 (A)
32	F	05	8.30 (B)
33	B	04	8.19 (A)
34	J	03	8.24 (D)
35	C	04	8.18 (A)
36	F	02	8.11 (A)
37	D	05	8.30 (D)
38	F	01	8.1 (B)
39	B	05	8.30 (D)
40	G	05	8.30 (C)
41	A	03	8.25 (B)
42	F	03	8.28 (D)
43	B	05	8.30 (D)
44	G	01	8.5 (C)
45	A	04	8.20 (A)
46	F	04	8.16 (A)
47	B	04	8.23 (B)
48	J	03	8.25 (A)

## Grade 8 Social Studies

Refer to the *TAKS Information Booklet Social Studies Grades 8, 10, and 11 Exit Level* for a more complete description of the objectives measured.

### **Objective 1: The student will demonstrate an understanding of issues and events in U.S. history.**

- (8.1) **History.** The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to
- (A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;
  - (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
  - (C) explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.
- (8.2) **History.** The student understands the causes of exploration and colonization eras. The student is expected to
- (B) compare political, economic, and social reasons for establishment of the 13 colonies.
- (8.4) **History.** The student understands significant political and economic issues of the revolutionary era. The student is expected to
- (A) analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War;
  - (B) explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, [the Marquis de Lafayette,] Thomas Paine, and George Washington;
  - (C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris; and
  - (D) analyze the issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification.
- (8.5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the Republic. The student is expected to
- (C) explain the origin and development of American political parties;
  - (D) explain the [causes of and] issues surrounding important events of the War of 1812;
  - (E) [trace the foreign policies of Presidents Washington through Monroe and] explain the impact of Washington's Farewell Address and the Monroe Doctrine;
  - (F) explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party; and
  - (G) analyze federal [and state] Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era.

## Grade 8 Social Studies (continued)

- (8.6) **History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to
- (A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;
  - (B) explain the political, economic, and social roots of Manifest Destiny;
  - (C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation; and
  - (D) explain the major issues [and events] of the Mexican War and their impact on the United States.
- (8.7) **History.** The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to
- (A) analyze the impact of tariff policies on sections of the United States before the Civil War;
  - (B) compare the effects of political, economic, and social factors on slaves and free blacks;
  - (C) analyze the impact of slavery on different sections of the United States; and
  - (D) compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.
- (8.8) **History.** The student understands individuals, issues, and events of the Civil War. The student is expected to
- (A) explain the roles played by significant individuals during the Civil War including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln;
  - (B) explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, the assassination of Lincoln, and Lee's surrender at Appomattox Court House; and
  - (C) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.

### **Objective 2: The student will demonstrate an understanding of geographic influences on historical issues and events.**

- (8.6) **History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to
- (E) identify areas that were acquired to form the United States.
- (8.10) **Geography.** The student uses geographic tools to collect, analyze, and interpret data. The student is expected to
- (B) [pose and] answer questions about geographic distributions and patterns shown on maps, graphs, charts, [models, and databases].

## Grade 8 Social Studies (continued)

- (8.11) **Geography.** The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to
- (A) locate places and regions of importance in the United States during the 18th and 19th centuries;
  - (B) compare places and regions of the United States in terms of physical and human characteristics; and
  - (C) analyze the effects of physical and human geographic factors on major historical [and contemporary] events in the United States.
- (8.12) **Geography.** The student understands the physical characteristics of the United States during the 18th and 19th centuries and how humans adapted to and modified the environment. The student is expected to
- (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries.

### **Objective 3: The student will demonstrate an understanding of economic and social influences on historical issues and events.**

- (8.5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the Republic. The student is expected to
- (B) summarize arguments regarding protective tariffs, taxation, [and the banking system].
- (8.13) **Economics.** The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to
- (A) identify economic differences among different regions of the United States; and
  - (B) explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery.
- (8.14) **Economics.** The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to
- (B) identify the economic factors that brought about rapid industrialization and urbanization.
- (8.15) **Economics.** The student understands the origins and development of the free enterprise system in the United States. The student is expected to
- (A) explain why a free enterprise system of economics developed in the new nation.
- (8.24) **Culture.** The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to
- (D) analyze the contributions of people of various racial, ethnic, and religious groups [to our national identity]; and

## Grade 8 Social Studies (continued)

- (E) identify the political, social, and economic contributions of women to American society.
- (8.25) **Culture.** The student understands the major reform movements of the 19th century. The student is expected to
  - (A) describe the historical development of the abolitionist movement; and
  - (B) evaluate the impact of reform movements including public education, temperance, women's rights, [prison reform, and care of the disabled].
- (8.28) **Science, technology, and society.** The student understands the impact of science and technology on the economic development of the United States. The student is expected to
  - (A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, [and the Bessemer steel process];
  - (B) analyze the impact of transportation systems on the growth, development, and urbanization of the United States;
  - (C) analyze how technological innovations changed the way goods were manufactured and marketed, nationally [and internationally]; and
  - (D) explain how technological innovations led to rapid industrialization.
- (8.29) **Science, technology, and society.** The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to
  - (C) identify examples of how industrialization changed life in the United States.

### **Objective 4: The student will demonstrate an understanding of political influences on historical issues and events.**

- (8.3) **History.** The student understands the foundations of representative government in the United States. The student is expected to
  - (A) explain the reasons for the growth of representative government and institutions during the colonial period; and
  - (B) evaluate the importance of the Mayflower Compact, [the Fundamental Orders of Connecticut,] and the Virginia House of Burgesses to the growth of representative government.
- (8.16) **Government.** The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to
  - (A) identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, the Federalist Papers, [and selected anti-federalist writings] on the U.S. system of government
  - (B) summarize the strengths and weaknesses of the Articles of Confederation;

## Grade 8 Social Studies (continued)

- (C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights; and
  - (D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.
- (8.17) **Government.** The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to
- (A) summarize the purposes for and processes of changing the U.S. Constitution; and
  - (B) describe the impact of the 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States.
- (8.18) **Government.** The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to
- (A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, [and George Mason]; and
  - (B) describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.
- (8.19) **Government.** The student understands the impact of landmark Supreme Court cases. The student is expected to
- (A) summarize the issues, decisions, and significance of landmark Supreme Court cases including *Marbury v. Madison*, [*McCulloch v. Maryland*, and *Gibbons v. Ogden*]; and
  - (B) evaluate the impact of selected landmark Supreme Court decisions including *Dred Scott v. Sandford* on life in the United States.
- (8.20) **Citizenship.** The student understands the rights and responsibilities of citizens of the United States. The student is expected to
- (A) define and give examples of unalienable rights; and
  - (B) summarize rights guaranteed in the Bill of Rights.
- (8.22) **Citizenship.** The student understands the importance of the expression of different points of view in a democratic society. The student is expected to
- (B) describe the importance of free speech and press in a democratic society.
- (8.23) **Citizenship.** The student understands the importance of effective leadership in a democratic society. The student is expected to
- (B) describe the contributions of significant political, social, [and military] leaders of the United States such as Frederick Douglass, [John Paul Jones,] James Monroe, and Elizabeth Cady Stanton.

## Grade 8 Social Studies (continued)

**Objective 5: The student will use critical thinking skills to analyze social studies information.**

- (8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to
- (A) [differentiate between, locate, and] use primary and secondary sources [such as computer software, databases, media and news services, biographies, interviews, and artifacts] to acquire information about the United States;
  - (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations [and predictions], and drawing inferences and conclusions;
  - (C) [organize and] interpret information from [outlines, reports, databases, and] visuals including graphs, charts, timelines, and maps;
  - (D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants; and
  - (F) identify bias in written, [oral,] and visual material.