

Name: \_\_\_\_\_

## Student Schedule

### FIRST SEMESTER

### SECOND SEMESTER

Per	Subject	Room #	Tutoring Time	Per	Subject	Room #	Tutoring Time
1				1			
2				2			
3				3			
4				4			
5				5			
6				6			
7				7			
8				8			

Welcome to a new school year! Regular use of this planner will help you to be organized and successful. Teachers, parents, and students should review the information provided in the handbook section of this planner. **Student:** Record all assignments and homework daily. **Do not dismantle the planner; keep it in tact.** The student planner is required as a hall pass. Therefore, bringing it to school daily is required. **Parents:** Check and initial your child's planner weekly to ensure proper utilization and progress. When checking the planner, please look to see if your child is writing down and completing homework. Please ask questions if you need further clarification. **Teachers:** Check and initial the student's planner weekly to ensure proper utilization and progress. Finally, please make sure to have students use their planners as hall passes. Please ask questions if you need further clarification.

One student planner is provided to each student free of charge. **If for any reason the student loses, damages, or has the planner stolen, he/she will be responsible for replacing it at a cost of \$5.00.** Replacement planners are available in the Student Store.

We have read and understand the information in the student handbook section and will do our best to see that the use of this planner is properly implemented:

\_\_\_\_\_

Student's Signature
Parent/Guardian's Signature
Period 1 Teacher's Signature

Does your child need to wear glasses? Yes / No  
 Su hijo/a necesita anteojos? Si / No

When is the best time to reach you at home? morning/ afternoon / evening  
 ¿A qué hora es mejor comunicarnos con usted? mañana/ tarde/ noche

**School gates on Parmelee and 64<sup>th</sup> are open from 7:15 to 7:50 a.m.**







## CRITERIA FOR MARKS

<b>WORK HABITS</b>	<b>E</b>	<b>S</b>	<b>U</b>
<b>EFFORT</b>	Demonstrates exceptional determination in accomplishing the standards and tasks.	Demonstrates determination in accomplishing the standards and tasks.	Demonstrates little determination in accomplishing the standards and tasks.
<b>RESPONSIBILITY</b>	Accepts complete responsibility for personal actions and demonstrates honesty, fairness, and integrity.	Accepts responsibility for personal actions and demonstrates honesty, fairness, and integrity.	Accepts little responsibility for personal actions.
<b>ATTENDANCE</b>	Maintains an excellent attendance record by consistently avoiding unnecessary absences or tardies.	Maintains a satisfactory attendance record by avoiding unnecessary absences or tardies.	Makes little effort to maintain a satisfactory attendance record; is frequently absent or tardy without excuses.
<b>EVALUATION</b>	Makes explicit effort to examine work using both teacher-generated and self-generated criteria.	Makes effort to examine work using both teacher-generated and self-generated criteria.	Makes use only of teacher-generated criteria to examine work on an inconsistent basis.

<b>COOPERATION</b>	<b>E</b>	<b>S</b>	<b>U</b>
<b>COURTESY</b>	Maintains courteous relations with the teacher and other students and consistently works without disturbing others.	Maintains courteous relations with the teacher and other students and generally works without disturbing others.	Demonstrates discourteous behavior towards the teacher and other students and consistently lacks consideration for others.
<b>CONDUCT</b>	Obeys rules, respects public and personal property and actively promotes the general welfare.	Obeys rules, respects public and personal property and supports the general welfare.	Shows disregard for rules; has little respect for public and personal property and often opposes the general welfare.
<b>IMPROVEMENT</b>	Assumes responsibility for personal improvement and rarely needs correction.	Tries to improve and usually accepts corrections in an objective manner.	Makes little attempt to improve and shows indifference or resistance to corrections.
<b>CLASS RELATIONS</b>	Demonstrates leadership ability to work with others in a variety of situations to set and achieve goals.	Demonstrates ability to work with others in a variety of situations to set and achieve goals.	Demonstrates little ability to work with others in a variety of situations to set and achieve goals.

<b>SUBJECT ACHIEVEMENT</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>Fail</b>
<b>Quality of Work</b>	Demonstrates an exemplary level of understanding of the learning standards and tasks.	Demonstrates a thorough understanding of the learning standards and tasks.	Demonstrates an understanding of the learning standards and tasks.	Demonstrates a limited understanding of the learning standards and tasks.	Demonstrates an inability to understand the learning standards and tasks.
<b>Interpretation and Application</b>	Demonstrates exceptional and fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates satisfactory skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates a limited ability to analyze, synthesize, and draw inferences from observations and other data or information that has been collected.	Demonstrates an incomplete and/or inaccurate analysis of data or information that has been collected.
<b>Thinking and Reasoning Skills</b>	Demonstrates an insightful and thorough use of prior knowledge and skills to create innovative ideas, products, or performances in a variety of contexts.	Demonstrates an insightful use of prior knowledge and skills to create innovative ideas, products, or performances in a variety of contexts.	Demonstrates use of prior knowledge and skills to create innovative ideas, products, or performances in a variety of contexts.	Demonstrates limited use of prior knowledge and skills to create innovative ideas, products, or performances.	Demonstrates incomplete use of prior knowledge/skills to create innovative ideas, products, or performances.
<b>Quantity of Work</b>	Produces extra work in addition to all assigned work, both teacher-generated and self-initiated toward achieving standards for the class or course.	Produces extra work in addition to all assigned work, usually teacher-generated and self-initiated toward achieving standards for the class or course.	Produces the assigned work in achieving standards for the class or course.	Demonstrates a need to improve in the amount of work completed and effort expended toward achieving standards for the class or course.	Demonstrates no improvement of the work completed and in the effort expended toward achieving standards for the class or course.

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

## CERTIFICATE OF COMPLETION- STUDENT WORKSHEET

### Grade 7 – Fall Semester

(1 point is earned for a mark of A, B, or C)

subject	mark	points earned
English 7A		/1
Math 7A		/1
World History		/1
Health		/1
Beg. PE		/1

Total possible points: \_\_\_\_/5

### Grade 7 – Spring Semester

(1 point is earned for a mark of A, B, or C)

subject	mark	points earned
English 7B		/1
Math 7B		/1
World History		/1
Science		/1
Beg. PE		/1

Total possible points: \_\_\_\_/5

### Grade 8 – Fall Semester

(2 points are earned for a mark of A, B, or C)

subject	mark	points earned
English 8A		/2
Math 8A		/2
History		/2
Science		/2
Int. PE		/2

Total possible points: \_\_\_\_/10

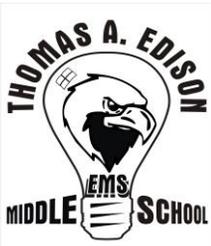
### Grade 8 – Spring Semester

(2 points are earned for a mark of A, B, or C)

subject	mark	points earned
English 8B		/2
Math 8B		/2
History		/2
Science		/2
Int. PE		/2

Total possible points: \_\_\_\_/10

**\* Students must earn 21 points out of the possible 30 points to be eligible for a Certificate of Completion. A minimum of 8 points must be earned in the Spring of 8<sup>th</sup> grade.**



LOS ANGELES UNIFIED SCHOOL DISTRICT

# Thomas A. Edison Middle School

6500 HOOPER AVENUE, LOS ANGELES, CALIFORNIA 90001  
TELEPHONE: (323) 826-2500 FAX (323) 581-8389  
WWW.EDISONMS.ORG

RAMON C. CORTINES  
*Superintendent Of Schools*

ROBERT BRAVO, Ed.D.  
*Instructional Area Superintendent ESC South*

JAMES NOBLE, Ed.D.  
*Administrator Of Operations ESC South*

PEDRO A. GARCIA  
*Principal*

## NEW MIDDLE SCHOOL CULMINATION AND CERTIFICATE OF COMPLETION POLICY 2015-2016

Dear Parent/Guardian:

The Los Angeles Unified School District believes that all students can learn and are capable of mastering middle school standards and passing all classes. Your students will be expected to meet the minimum A-G requirements with marks of “C” or better to graduate from high school.

**To earn a Certificate of Completion**, students will be evaluated based on the marks earned in the core subjects of English/ELD, math, social studies and science in *seventh and eighth grades*. Marks earned in physical education will also be part of the criteria.

▲ In **7th grade**, students will earn one point for each semester course in English/ELD, math, social studies, science and PE with a *mark of “C” or better*.

▲ In **8th grade**, students will earn two points for each semester course in English/ELD, math, social studies, science and PE with a *mark of “C” or better*. Students must earn 8 points during the spring semester of 8th grade.

▲ Students must earn 21 points out of the possible 30 points at the end of 8<sup>th</sup> grade to be eligible for the Certificate of Completion.

**To participate in the culmination ceremony**, eighth grade students must meet all LAUSD requirements to earn a Certificate of Completion and meet the following:

▲ Students must demonstrate satisfactory completion of 6th grade and pass all elective courses.

▲ Students must maintain 96% attendance rate (no more than 7 absences) each school year.

▲ Students must demonstrate satisfactory citizenship and behavior.

▲ Students must return all textbooks and library books, any outstanding fines must be paid.

▲ Students who do not earn a minimum of 21 points, can complete 30 hours of intervention for 1 point of credit.

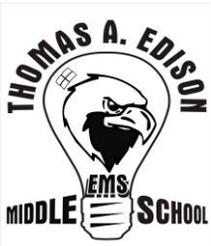
We will work closely with you and your child to promote academic achievement. You can monitor your child’s progress by reviewing his/her progress report which is mailed home every 5 weeks, checking your child’s agenda and/or scheduling parent/teacher conferences.

Please sign below to acknowledge that you have read this letter and discussed the requirements for the Certificate of Completion and Culmination Ceremony with your child. If you have any questions, please contact your child’s counselor at (323)826-2510.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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### NUEVAS NORMAS PARA LA GRADUACIÓN DE LA SECUNDARIA MEDIA Y EL CERTIFICADO DE TERMINACIÓN DE ESTUDIOS 2015-2016

Estimados padres de familia/tutores:

El Distrito Escolar Unificado de Los Ángeles considera que todos los alumnos pueden aprender y son capaces de dominar las normas de la secundaria y de aprobar todas las clases. Se exigirá que los alumnos cumplan con los requisitos mínimos de A-G con una calificación de "C" o más para poder graduarse de la preparatoria.

**Para obtener un Certificado de Terminación de Estudios**, se evaluará a los alumnos en base a las calificaciones obtenidas en las materias de inglés /ELD, matemáticas, ciencias sociales y naturales, y educación física en *séptimo y octavo grados*.

- ✦ Alumnos del *séptimo grado* ganarán **un punto** por cada curso de un semestre en inglés/ELD, matemáticas, ciencias sociales y naturales y educación física con una **calificación de "C" o más**.
- ✦ Alumnos del *octavo grado* ganarán **dos puntos** por cada curso de un semestre en inglés/ELD, matemáticas, ciencias sociales, ciencias naturales y educación física con una calificación de **"C" o más**. Los alumnos deben acumular 8 puntos durante el segundo semestre del octavo grado
- ✦ Los alumnos deben acumular 21 puntos de un total posible de 30 puntos al final del octavo grado para recibir el Certificado de Estudios.

**Para participar en la ceremonia de graduación**, los alumnos del octavo grado deben satisfacer todos los requisitos del LAUSD para obtener un Certificado de Terminación de Estudios incluyendo:

- ✦ Los alumnos deben completar el sexto grado satisfactoriamente y pasar todas las clases electivas.
- ✦ Los alumnos deben mantener un 96% de asistencia. No más de siete (7) ausencias durante el año escolar.
- ✦ Los alumnos deben mantener comportamiento y ciudadanía satisfactoria
- ✦ Los alumnos deben regresar todos los libros y pagar cualquier multa acumulada.
- ✦ Alumnos que no cumplan con un mínimo de 21 puntos, pueden usar 30 horas de intervención para recuperar 1 punto de crédito.

Colaboraremos estrechamente con usted y su hijo(a) para fomentar el aprovechamiento académico. Puede revisar el progreso de su hijo/a cada 5 semanas con las calificaciones de progresos que se envían a casa cada 5 semanas, revisando la agenda de su hijo/a además de asistir a conferencias de padres y maestros.

Favor de firmar abajo para reconocer que ha leído esta carta y discutido con su alumno los requisitos del Certificado de Terminación de Estudios y la actividad de graduación. Si usted tiene preguntas acerca de las normas sobre la Actividad de Graduación y el Certificado de Terminación de Estudios, favor de comunicarse con el consejero de su alumno al (323) 826-2510.

Firma del alumno: \_\_\_\_\_ Fecha: \_\_\_\_\_

Firma de padre/tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_

Firma de Consejero: \_\_\_\_\_ Fecha: \_\_\_\_\_

## LAUSD GRADUATION REQUIREMENTS

- Beginning with the class of 2016, students will be required to complete the “A-G” requirements that were initially adopted by the district in 2005.
- The requirements include a series of core classes that must be completed for students to be eligible for admission at California State University or University of California campuses.
- Beginning with the class of 2017, however, students will have to earn a C grade to pass the core classes, up from the current D — matching the requirement set by the UC and CSU systems.
- To give students more time to pass the required courses, the district will drop the number of credits needed to graduate from 230 to 210.

### **REQUIRED "A-G" COURSES**

<b>a) History/Social Science</b> 2 YEARS REQUIRED	Two years of history/social science, including <ul style="list-style-type: none"> <li>• World History, cultures and geography A + B</li> <li>• U.S. history A + B or</li> <li>• One half-year of U.S. history (A or B) and one half-year of civics or American government.</li> </ul>
<b>b) English</b> 4 YEARS REQUIRED	Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement. <ul style="list-style-type: none"> <li>• English 9 A + English 9 B</li> <li>• English 10 A + English 10 B</li> <li>• English 11 A/Contemporary Composition + English 11 B/American Lit</li> <li>• English 12 A/Expository Composition + English 12 B/Mod/World Lit</li> </ul>
<b>c) Mathematics</b> 3 YEARS REQUIRED, 4 YEARS RECOMMENDED	Three years of college-preparatory mathematics that include the topics covered in <ul style="list-style-type: none"> <li>• Algebra I A + B</li> <li>• Geometry (must be completed by all applicants to UC/CSU) A + B</li> <li>• Algebra II A + B</li> <li>• Approved integrated math courses (Integrated Math I A + B, Int. Math II A + B, Int. Math III A + B)</li> </ul>
<b>d) Laboratory Science</b> 2 YEARS REQUIRED, 3 YEARS RECOMMENDED	Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects <ul style="list-style-type: none"> <li>• Biology A + B</li> <li>• Chemistry A + B</li> <li>• Physics A + B.</li> </ul>
<b>e) Language Other Than English</b> 2 YEARS REQUIRED, 3 YEARS RECOMMENDED	Two years of the same language other than English <ul style="list-style-type: none"> <li>• Spanish</li> <li>• French</li> <li>• German</li> <li>• Mandarin</li> <li>• Russian, etc.</li> </ul>
<b>f) Visual and Performing Arts (VPA)</b> 1 YEAR REQUIRED	A single yearlong approved arts course from a single VPA discipline: <ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama/theater</li> <li>• Music</li> <li>• Visual art</li> <li>• Ceramics</li> <li>• Photography, etc.</li> </ul>
<b>g) College-Preparatory Electives</b> 1 YEAR REQUIRED	One year (two semesters), in addition to those required in "A-F" above, chosen from the following areas <ul style="list-style-type: none"> <li>• Visual and performing arts (non-introductory-level courses)</li> <li>• History</li> <li>• Social science</li> <li>• English</li> <li>• Advanced mathematics</li> <li>• Laboratory science</li> </ul>



# NO BULLYING OR HAZING CONTRACT

## Student and Parent/Guardian Agreement

**Bullying** and **hazing** are serious matters. Bullying is any mean or disrespectful behavior that is done on purpose to hurt someone physically or emotionally. Hazing is any initiation into a team or group that may cause humiliation, physical or emotional harm.

There are different types of bullying and misconduct including, but not limited to:

**Physical Bullying:** hitting, kicking, pushing or other unwelcome physical contact. *Serious physical bullying may be regarded as a criminal act, such as battery or assault.*

**Cyberbullying:** using electronic devices to embarrass, spread rumors, threaten or intimidate. This includes posting or sending inappropriate messages or images by text, cell phone or on social networking sites such as Facebook, Instagram or Twitter. *Sending nude or sexual images may be considered distribution or possession of child pornography, which is a crime.*

**Social Bullying:** leaving people out, rejecting, manipulating relationships, rating or ranking people, or trying to ruin the reputation of another.

**Verbal Bullying:** name calling, teasing, spreading hurtful rumors or gossip, making threats or rude noises. *I understand that all threats are taken seriously and may be reported to law enforcement.*

**Non-Verbal Bullying:** posturing, dirty looks, stalking, damaging property, graffiti, making gang signs or other efforts to intimidate or pressure someone.

**Indirect Bullying:** getting someone to do something mean or hurtful to someone else on your behalf.

**Sexual Harassment:** any unwanted or demeaning behavior about someone's sex, sexual orientation, gender, gender identity or gender expression. *Even if I like the person I must be respectful at all times. Sexual harassment may require additional investigation.*

**Discrimination:** targeting someone based on their real or perceived race, color, national origin, religion, disability or medical condition, sex, sexual orientation, gender, gender identity or gender expression may be considered an act of hate and may be a crime.

I, \_\_\_\_\_ understand that it is my responsibility to:  
STUDENT NAME

- ✓ Respect and honor all school rules.
- ✓ Conduct myself in a respectful manner.
- ✓ Treat and respect others the way I would like to be treated.
- ✓ Tell the person who is bullying to "Stop!"

- ✓ Stop now, if I am bullying others. There are better ways to be a leader, get respect, and have friends.
- ✓ Be thoughtful. What I think is just a joke could be considered bullying, hazing or discrimination.
- ✓ Report bullying to a teacher, principal or other school staff.

## Everyone has the right to attend a school that is safe and respectful.

**Student's responsibility:**

I commit that I will not bully. I will report bullying to an adult. I understand that if I bully, there will be consequences, including possible suspension, expulsion, or arrest. **I am important. I make a difference. I can be a positive leader.**

\_\_\_\_\_  
STUDENT NAME

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

**Parent/Guardian's responsibility:**

I commit to encouraging my child to always respect others. I have instructed my child to be a positive leader. I have advised my child to report any bullying to a trusted adult or school personnel. I will work with the school for peaceful solutions.

\_\_\_\_\_  
PARENT/GURDIAN NAME

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

## VISION AND MISSION STATEMENTS:

*Our mission is to develop students who:*

- a. understand the value of education, and the need for lifelong learning*
- b. make connections across the disciplines*
- c. apply their understandings to real-world contexts as practitioners and apprentices*
- d. exhibit creative and critical thinking, make suppositions, question viewpoints, and search for patterns*
- e. adapt to a changing technological world*
- f. practice physical, mental, emotional, and social wellness*
- g. demonstrate character through caring, honesty, trust, appreciation of differences, and family*
- h. conduct themselves safely, respectfully, and responsibly*
- i. set goals, explore professional directions, and demonstrate perseverance*

*The resulting vision is the empowerment of competent and confident visionaries, decision makers, and catalysts of positive change.*

## HOME SCHOOL COMPACT:

Staff: We understand the importance of the school experience to every student and our roles as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- Teach grade level skills and concepts as prescribed in the appropriate state framework.
- Strive to address the individual needs of students.
- Provide a safe positive and healthy learning environment for students.
- Communicate with parents regarding student progress through the monthly report card the student planner.
- Treat students with respect.

Student: I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Get to class on time every day.
- Write all of my homework in my Student Planner.
- Take my planner home daily to be signed by my parent(s).
- Complete homework and return on time.
- Be responsible for my own behavior.
- Cooperate with directions and instructions of the school district personnel.
- Be a cooperative learner.
- Ask for help when needed.

Parent(s): I understand participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Make sure my child gets adequate sleep and has a healthy diet.
- Encourage my child to complete his/her homework.
- Provide a quiet place/time for my child to do homework.
- Encourage my child to engage in reading activities for at least 30-minutes a day.
- Direct my child to cooperate with directions and instructions of the school district personnel.
- Support the school's/district's homework, discipline and attendance policies.
- Review all school communications and return the Student Planner signed promptly.
- Attend Back to School, Parent-Teacher Conferences, Open House and other school events.

Padre(s): Yo entiendo que mi participación en la educación de mi hijo/a ayudará en su logro y actitud. Por eso, llevaré a cargo las siguientes responsabilidades lo mejor que pueda:

- Asegurar que mi hijo/a tenga suficiente descanso y una dieta saludable.
- Motivar a mi hijo/a que complete su tarea.
- Proveer un lugar silencioso donde mi hijo/a pueda hacer tu tarea.
- Motivar a mi hijo/a que participe en actividades de lectura por lo menos treinta minutos todos los días.
- Acuerdo en indicar a me hijo/a que coopere y adhiera a las reglas e instrucciones del personal del distrito escolar.
- Apoyar las pólizas de la escuela y el distrito acerca la tarea, la disciplina y la asistencia.
- Revisar las comunicaciones de la escuela y regresar con firma la agenda estudiantil.
- Asistir los eventos como La Noche del Regreso a Clases, las conferencias de maestros y padres, La Noche de Escuela y otros eventos de la escuela.

## STUDENT CODE OF CONDUCT/SWPBS

Students are expected to follow the Code of Conduct. Violation of the rules will result in disciplinary action which may include, but is not a limited to: counseling, parent contact, afterschool detention, campus clean-up, suspension by a teacher, suspension from school, transfer to another school, and expulsion from the District or citation by school police. If students fail to

serve their detention and/or hours as assigned, they may be subject to further disciplinary action.

1. Identification Cards (ID)
  - Students will be issued a free ID, lanyard, and ID pouch.
  - **Students MUST display their school issued ID card at all times.** It is required to check out books in the library, to use school computers, and to participate in all school activities.
  - Lost or stolen ID's need to be replaced. A fee of \$3.00 will be charged for replacement at the student store. Lanyards have a \$1.00 fee and the ID pouch also has a \$1.00 fee. Pictures for ID replacement are taken during lunch or after school in the Attendance Office on Mondays, Wednesdays, and Fridays.
2. Use appropriate language and behavior toward all students and school personnel at all times. Defiance, profanity, abusive language including the wearing of inappropriate buttons, derogatory remarks or gestures are not allowed. Bigoted insults, taunts, slurs, posting or circulating demeaning jokes, sending or posting insulting threatening messages by phone, e-mail, web sites or any other electronic or written communication based on the target's race, color, national origin, religion, disability, sex, sexual orientation, or gender identity is prohibited and unacceptable and may lead to arrest, citation and/or disciplinary action.
3. Students are to refrain from all forms of inappropriate physical contact. Students should not engage in public displays of affection. Always respect each other's personal space.
4. Respect the rights and property of others. You and your parents will be responsible for clean-up, or cost of clean-up, and/or replacement of damaged items. You and your parents may be subject to arrest or citation.
5. Aggressive physical behavior such as rough playing, snapping of t-shirts, pushing, fighting or any type of gang activity, is unacceptable and will result in disciplinary action. You may be subject to arrest or citation.
6. Students are expected to remain in class the entire period. **15 Minutes Rule:** No passes will be issued for the first or last 15 minutes of a period. No student is allowed out of class without planner pass. **Passes will be issued if you are ill or if there is an emergency.**
7. Students may not leave school during the day. Students will only be released to an authorized parents/guardian with a permit from the Attendance Office.

8. Everyone has a responsibility to maintain a clean, orderly and beautiful campus. Students may only eat in the covered canteen areas, including snacks and drinks purchased from the student store or vending machines. **Students must use the trash receptacles to dispose of trash.** All food must remain in the designated eating area – food may not be taken out of this area. This includes: breakfast, lunch, and after-school snacks. No junk food or gum is allowed on campus. Junk food will be confiscated and disposed.
9. No loitering in front of the school or the faculty parking lots. No loitering on school grounds after dismissal.
10. Students who need to enter the main building before 7:45 a.m. for tutoring, library, or clubs must have their planner pass. Passes for tutoring must state the hours for tutoring, teacher's name, and room number. Students needing to enter the main building must enter using the main ramp door on Hooper Ave. All doors inside campus remain secure until 7:45am.
11. **Cell phones and all electronic devices may NOT be used on campus** unless under the direct instruction and supervision of a teacher, and only as it relates directly to the learning objective. They must be turned off and remain out of sight at all times while students are on campus. Failure to comply will result in the confiscation of the item. Items will be returned to the **parent only** (can be held until the last day of instruction). Students who bring cell phones or electronic devices to school do so at their own risk. The school is not responsible for lost or stolen cell phones or electronic devices.
12. Students should **only** bring required materials to school. Items **NOT** allowed include but not limited to: weapons or toy weapons, explosives of any kind, matches, cigarette lighters, fireworks, helium and water balloons, pressurized cans such as spray paints, hair spray, body spray and shaving cream, skateboards, markers, chalk, toys, stuffed animals, rubber bands, white-out, card collections, or other inappropriate items. These items if brought to school will be confiscated. Parents/Guardians may retrieve all confiscated items in the Dean's Office, except electronic devices; **Parents must retrieve electronic devices from the Main Office.** Items that are not claimed within one month of confiscation will be donated to a charitable organization.
13. The District maintains a "zero-tolerance" policy for: (1) possession of firearms; (2) brandishing a knife; (3) sale of controlled substance; and (4) sexual assault or battery. These offenses will

result in a recommendation of expulsion from the district.

14. Possession of or being under the influence of drugs, alcohol or any controlled substance is not permitted. Disciplinary action will follow. Violations of this policy will result in school or legal action.

**Failure to comply with the Student Code of Conduct will result in disciplinary action.**

**STUDENT DRESS CODE POLICY:** The Student Dress Code Policy was developed to help ensure the safety of all students. The policy is reviewed annually or as needed to reflect the changing nature and safety needs of the school. The purpose of the Dress Code is to emphasize that school is a place of learning and educating young people.

ALL STUDENTS ARE REQUIRED TO FOLLOW THE DRESS CODE AT ALL TIMES WHILE ON CAMPUS (including before and after school):

All clothing should be neat, clean, and properly fitted. If a student is dressed inappropriately, his/her parent will be contacted and the student will be asked to change immediately. Parent Conferences will be requested for students who persist in violating the dress code.

1. The required top is an appropriate size polo shirt or blouse with a collar and sleeves. Shirts must be solid white, dark (navy) or pastel blue, or pastel gold. **Shirts are not to exceed the length of the wrist line.** Only Edison club logo T-shirts may be worn. **Only solid dark (navy) blue, gold, white, gray, or black** undershirts with no logo may be worn **underneath** the uniform shirt. Tank tops and tube tops are not to be worn underneath the uniform shirt. **All apparel must be of the 5 approved colors. (i.e. undershirts, socks, and shoes).**
2. P.E. T-shirts may only be worn during P.E. class. See P.E. Department for class dress code. P.E. T-shirts should be carried in a backpack or folded and never wound up to be worn around the neck or used as a weapon.
3. See-through blouses and bare-midriff tops are not permitted. Blouses must be long enough that when hands are raised the midriff area is covered.
4. The bottoms (pants, skirts, shorts, or jumpers) are to be of appropriate size and of the color dark blue. Overalls, jeans, denim fabric, sweats or warm-up pants are not acceptable.
5. Oversized shirts and baggy pants are **NOT** permitted. Pants are considered baggy if they fall off without a belt while walking. **Shirts are**

**considered oversized if they are below the waist line.** Undergarments **MUST NOT** be visible. **All pants and shorts must be hemmed and worn at the waist, not the hips.** Staples and/or bands may not be used to hem pants. Pants with side seam slits are not allowed. Pants that drag are not permitted.

6. Extremely short skirts, skorts, and shorts are not permitted. Skirt, skort and short lengths must be within the area from the fingertips to the knee.
7. Students may wear belts of appropriate size and appropriate colors (See #8). Belt buckles should be plain (no initials, names, or inappropriate markings). Wallet chain, pyramid or spike wristbands and collars are not permitted.
8. Coats, jackets, sweaters, and sweatshirts or any outer garments must be of appropriate size and color. The **only** acceptable colors are **solid** dark (navy) blue, gold, white, gray, and black. **Logos:** Only Edison logo may be worn. **College jackets or sweatshirts are acceptable on Fridays only. Hoods may not be worn on campus unless worn outside in the rain.**
9. Shoes and shoe laces must also follow the appropriate colors. (See #8). Shoes must be closed-toe. High heels, high wedged, open heel, and open-toe shoes are not permitted.
10. Gang apparel is not permitted. Gang apparel includes items with LA Kings, Raiders, LA Dodgers, or any other sports team logos, Players 69, hairnets, beanies, bandannas, or other items that suggest gang affiliation.
11. For protection from the sun students may wear a baseball cap, visor, or "fisherman" hat of the appropriate colors. **Logos:** Only Edison logo may be worn.
12. Clothing, jewelry, buttons or any items that suggest identification with drugs, alcohol, or tobacco products are not permitted. Ear barb piercing are not allowed due to safety. Clothing or items with lewd, vulgar, sexually suggestive statements or pictures, or anything with racial slurs not permitted.
13. Body piercing jewelry **may not** be worn on any part of the body except for the ears. **No plugs.**
14. No unnecessary tagging or writing on clothing, backpacks, notebooks, student planner, etc. If unnecessary tagging or writing is found on these items, they will be confiscated. **No Solid Red.**

**Failure to comply with the Student Dress Code will result in disciplinary action.**

### **LEAVING CAMPUS WITHOUT PERMISSION:**

When students leave school without permission, they are in violation of District policy and compulsory attendance laws. Section 48200 of the Education Code states: “that each person who is between the ages of six and eighteen years and not otherwise exempted...is subject to compulsory full-time education...”

In addition to the Education Code, the Los Angeles City and Los Angeles County have strict loitering ordinances. These ordinances prohibit any person under the age of eighteen and subject to compulsory school attendance from loitering in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds between the hours of 8:30 a.m. and 1:30 p.m. on days when school is in session. Students who violate these ordinances may receive a citation, have to appear in court with their parent/guardian, have a fine imposed by the court, and risk having their driver’s license withheld.

**LOST AND STOLEN PROPERTY:** The Los Angeles Unified School District is not responsible for property that is damaged, lost, or stolen. Reports for stolen property should be filed in writing in the Dean’s Office. Lost and Found is located in the Dean’s Office. You may check for lost items after school. Items will be held for 1 month then donated to a local charity.

**SEXUAL HARASSMENT POLICY:** It is the policy of the Los Angeles Unified School District to maintain a working and learning environment that is free from sexual harassment. Sexual harassment of or by employees or students is a form of sex discrimination in that it constitutes differential treatment on the basis of sex, and, for that reason, is a violation of state and federal laws and a violation of this policy. The District prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Each complaint alleging sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. Sexual harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory comments, slurs, or unwanted sexual advances, invitations, or comments.
- Visual conduct such as derogatory posters, photography, cartoons, buttons, drawings, or gestures.
- Physical conduct such as assault or unwanted touching, blocking normal movements, or

interference with work or study directed at an individual because of the individual’s gender.

- Retaliation for opposing, reporting, threatening to report or participate in an investigation or proceeding on a claim of sexual harassment.

**STUDENT GRIEVANCE PROCEDURES:** Title IX (federal law) prohibits anyone at your school from discriminating against you on the basis of your gender. Boys and girls must be treated the same in all areas, including:

- the classes they can take
- the way they are treated in the classroom
- the kind of counseling they are provided
- the extracurricular activities in which they can participate
- the honors, special awards, scholarships, and graduation activities in which they can participate

In addition, Title IX protects you from sexual harassment. This means that no student, teacher, administrator, or other school employee can make unwelcome sexual advances to you or request sexual favors from you. They cannot touch you or speak to you in a sexual manner at school or at a school-sponsored event. If you find that any of your rights under Title IX are being violated, you can do something about it.

**INFORMAL RESOLUTION PROCESS:** If you have a complaint about your rights, you can try the following informal steps to try to correct the situation that is causing your concern:

1. Make notes...keep a record...of the persons, dates, and examples of the kinds of things said or done to which you object.
2. Seek support and advice from a Title IX complaint manager: dean, counselor, teacher, or administrator with whom you feel comfortable.
3. Consider your options in dealing with the situation. You may want to speak directly with the person who is infringing on your rights. Or you may write a letter to the offending person to explain what effect his or her behavior has on you and what you would like the person to stop doing or saying. Or you may ask a third party to help clear up the situation.
4. Don’t forget your family. You may think you can resolve your problem on your own, but remember your parent or guardian may be able to step in and help.
5. If the situation cannot be resolved by using any of the above informal methods, the formal Title IX complaint procedure is the next step. No one is

permitted to intimidate or harass you for asking to use this procedure.

**FORMAL RESOLUTION PROCESS:**

**First Step** – Within six months from the time of the incident a written complaint must be submitted to the school principal. The principal will try to resolve the complaint by conducting an impartial investigation. The principal will provide you with a written decision regarding your complaint. If there is evidence that the complaint is valid, the principal must try to correct the situation. If the action taken resolves the complaint, the matter will be considered closed.

**Second Step** – If you are dissatisfied with the principal’s decision, you may appeal by writing to the District Title IX Coordinator. This written appeal must be sent to the address below within fifteen days of receiving the principal’s decision. The District Title IX Coordinator will review the matter, and, if necessary, arrange to meet with you and any other persons who might help resolve the complaint. After that, the District Title IX Coordinator will provide you with a written decision and the reason for coming to that decision. This decision is final.

Whether you try to resolve your grievance informally or formally, you can be assured that confidentiality of the facts will be observed to the maximum extent possible. You can also be assured that the District will not tolerate retaliations against anyone who files a complaint or anyone who participates in the complaint investigation process. You do not have to be afraid of filing a complaint or trying to correct a situation. You have the right to take action!

**SEARCHES AND SEIZURES:** School authorities conduct daily random metal searches and will confiscate prohibited items which include weapons, permanent markers, spray bottles, aerosol cans, lighters, drugs/paraphernalia, etc. Notebooks, planners, clothing, backpacks etc. that are tagged will also be confiscated. Pages filled with graffiti writing will be torn off and discarded. Student planners will be considered damaged if covered with tagging. The planner will be confiscated and discarded at the student’s expense. Lockers are the property of the school and may be searched when deemed appropriate.

**CORPORAL PUNISHMENT:**

Corporal punishment is prohibited at all times.

**STUDENTS SELLING:** Students are not permitted to sell on campus. If a student is caught selling an item, such as chips, candy, soda, etc. the items will be confiscated.

**TARDY POLICY:** The first bell rings at 7:45 a.m. **You are tardy if you are not in your assigned seat by 7:50 a.m. and will receive one hour of detention for an unexcused tardy.** Unexcused tardies accumulate for the entire semester. School is the work place of students. The business is learning. Effective learning cannot take place if students miss class time. Tardy sweeps are randomly conducted. Students continuously caught in tardy sweeps are subject to detention, suspension, and/or an opportunity transfer. Attend and be on time for every class.

First Tardy - Counseling by teacher and/or note home for parent to sign.

Second Tardy - Teacher sends a note home for parent to sign and student to return.

Third Tardy - Detention assigned. Teacher sends “Notice of Detention” home for parent to sign and return.

Fourth Tardy - Teacher assigns a “U” grade in Work Habits. Detention assigned.

Fifth Tardy - Detention assigned. Teacher notifies parents and Deans’ Office.

**ATTENDANCE:** Attendance is important because it contributes to high achievement. It cannot easily be made up at home. The student **MUST** have a minimum of 96% attendance rate, which equals to no more than 7 absences per school year.

When a student has been absent, it is the student’s responsibility to make arrangements for make-up work. The teacher will determine the time and nature of the make-up work. If a student is going to be absent for an extended period of time, assignments may be requested by calling the Counseling Office. When you are absent, you must bring a note from home. **PARENTS MUST WRITE AND SIGN THE NOTE OR THEY MAY CALL THE SCHOOL.** The note should state the number of days missed and the reason for the absence. Failure to bring a note, or to call, will result in the absence being marked as truancy.

**ADDRESS CHANGE:** A copy of a utility bill other than the telephone bill with the parent’s name and new address should be presented to the Attendance Office when a student moves. A new emergency card also needs to be completed. A copy of the telephone bill is required to change a telephone number.

**EMERGENCY CARD:** A **CURRENT** District Emergency Information card must be on file at the school so that parents/guardians can be notified

promptly in case of accident or illness. Students will only be released to an adult listed on the emergency card.

**TEXTBOOKS:** Textbooks are assigned free of charge. It is the **responsibility** of the student to take good care of all textbooks. Students will be charged for any damaged or lost books. Most textbooks are to be kept at home until the end of the school year. **TEXTBOOKS ARE TO BE COVERED AT ALL TIMES.**

**BOOK FINES (Not limited to):**

Bar code damaged or altered-----	\$ 2.00
Gang writing/vulgarity/profanity-----	\$ Full Price
Torn pages (each page) -----	\$ 3.00
Missing pages -----	\$ Full Price
Ink which cannot be erased (each page)--	\$ 2.00
Book excessively damaged-----	\$ Full Price
Loose binding -----	\$ 5.00
Book beyond repair-----	\$ Full Price
Cover entirely off-----	\$ Full Price
Covers taped to book (damages)-----	\$ 2.00
Missing fly leaf-----	\$ 2.00
Water damage (each page)-----	\$2.00

**LIBRARY:** The school ID is used to check out up to three books at a time. Students must pay for lost/damaged books and any late return fees before checking out additional materials. Books may be renewed as often as necessary. The library is a place to work quietly. Return whatever you use to its original place. Bring the supplies you need. Leave food, drink, and gum outside. Ask the librarian for help when needed.

**AFTER SCHOOL DANCES:**

- **School rules and the dress code are in effect at all dances.**
- Students must show their school ID, dance ticket and must have served all detentions to enter the doors.
- The hours of the regular dances are 1:18 to 2:38 p.m. Doors close at 1:48 p.m.
- Pick-up arrangements must be made in advance. Students will not have access to campus phones.
- Students must attend school the day of the dance.
- Soft sole non-marking shoes must be worn.
- Violations of these rules will not warrant a refund.
- Students may not bring CD's. The dean will confiscate CD's.

**GUIDANCE COUNSELING:** Guidance counseling is available for every student in the Counseling Office. Services include: anger management, problems with bullying, conflict mediation, class changes, interpretation of test scores, student success teams, career and college planning, referral to agencies and assistance with any questions a student would like to discuss with the counselor.

**HOMEWORK:** Homework is assigned on a regular basis. Each teacher will inform you about his/her homework schedule. **Students are to use the planner to record all homework assignments.**

**ASSEMBLIES:**

- Assemblies are a time for students to see performances by professionals and/or peers. Courteous behavior is expected of all students.
- All students shall wait quietly outside until their class is invited to enter.
- Remain quietly seated in their assigned seats and follow the directions of their teacher.
- Show respect for the performers by their quiet and attentive behavior, applauding when appropriate. Whistling, booing, etc. are not appropriate.
- Students will be dismissed by an adult and should exit row by row in an orderly manner.

**TELEPHONES:** Phones in all school offices are for office use only and may be used by students for emergency situations exclusively. Calls should not be made during class hours and students WILL NOT be called to the phone.

**VISITORS:** Guests must sign in at the entrance door and obtain a visitor's pass. Students may not bring friends or same age relatives to visit classes. Parents are ALWAYS welcome, but are also encouraged to make an appointment to see a teacher, the principal, or to visit classes.

**MEAL TICKETS/MEAL TIME:**

- Food and drinks are to be kept in the lunch area.
- Place trash from your eating area in the appropriate trash/ recyclable containers when leaving the eating area.
- Students should walk to or from the lunch area or cafeteria.
- Good conduct is expected throughout the lunch area. All problems should be reported to an adult supervisor.
- Students using the food lines are to be in single lines.

**HEALTHY SNACKS/FOOD:** LAUSD recognizes the connection between academic achievement and good nutrition as demonstrated by being a leader in providing school meals of high nutritional quality. Foods available on school premises should provide for the nutritional well-being of children and serve as a model for healthy eating. Well-nourished children have a better opportunity to achieve academic success. The District provides healthy foods and beverages based on nutrition standards established by the scientific community, such as the National Academy of Sciences and the United States Department of Agriculture, and recommendations made by the American Dietetic Association, the American Heart Association, Centers for Disease.

Our school will comply with the district policies. Students with unhealthy snacks will be asked to discard them.

**INTERNET RULES:** Students must have a student ID, and an AUP form on file. Students shall refrain from the following:

- Allowing others to use your password.
- Utilizing web sites that are adult in nature and/or contain offensive language or images. Discretion left to the teacher.
- Downloading items from the Internet without the approval of the teacher.
- Printing items from the Internet without the approval of the teacher.
- Uploading pictures or software to the Internet.
- Signing-up for any services available on the Internet.
- Entering Internet “chat rooms,” Instagram or Facebook.

**HEALTH OFFICE/NURSE:** Ask your teacher or another adult for a pass to see the nurse. Do not call parent/guardian from personal cell phone. **NEVER LEAVE CAMPUS IF YOU FEEL ILL.** You must obtain a permit from the Attendance Office before leaving campus.

Communicable disease inspections will be conducted periodically. A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met.

An effort will be made to notify parents/guardians about school exposure to chickenpox. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the school nurse to facilitate notification. Students at risk include those with deficient immune systems and

those receiving certain drugs for the treatment of leukemia or organ transplants.

A student returning to school with sutures, casts, crutches, leg brace(s), or a wheelchair must have a physician’s written permission to attend school and must comply with any safety procedures required by the school administration and Health Services personnel. A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by the health care provider to attend school, including any recommendations regarding physical activity.

An excuse (less than 10 weeks) from a physical education class may be granted to a student who is unable to participate in a regular or modified curriculum for a temporary period of time due to illness or injury. A parent’s written request for an excuse will be accepted for up to 5 days; thereafter, a written request is needed from the student’s health care provider. Requests for exemption beyond 10 weeks are referred to the school nurse.

**MEDICATION:** Students may not carry or use medication (neither prescription nor over-the-counter) on campus without written consent. All medications must be kept in the Health Office.

Students who need to take medication during school hours must have a statement to this effect on file at the school, signed by the prescribing physician and the parent/guardian. The required forms are available from the school nurse or administrator. School health personnel do not prescribe or give advice regarding medication or other care beyond first aid.

### **CALIFORNIA SCHOOL IMMUNIZATION**

**LAW:** (Health and Safety Code Sections 120325-12375) Effective July 1, 1999, students entering the 7<sup>th</sup> grade must have the **TDAP, Hepatitis B** and **MMR** immunizations to meet the requirements of this new law. According to this state law, your child may not attend school unless the school receives a record of your child’s completion of the **TDAP, Hepatitis B** and **MMR** immunizations.

**EMERGENCY PROCEDURES:** In the event of an emergency such as an earthquake or fire, parents may pick up their children at the Parmelee Gate with a photo ID card. There are 1350 students on campus. Please be patient.

- Cell phone use is strictly prohibited during emergency situations such as an earthquake, fire, campus protection, etc.
- Students and staff evacuated to the P.E. Field.
- Students sit quietly in lines; teachers take roll.

- Absences are reported to the Command Center.
- Search and rescue, first aid, and damage control teams check buildings and grounds.
- Students are dismissed to class when buildings are determined safe.
- The school is prepared to keep students safe until a parent/guardian arrives.
- Emergency drills are held periodically to practice emergency procedures.

### **INCENTIVE PROGRAMS FOR STUDENTS:**

There are many opportunities for student to succeed at Thomas A. Edison Middle School. Students have a variety of opportunities to be recognized for their accomplishments:

1. Students will receive recognition for the following:
  - **Perfect Attendance-** Certificate is given to students with no absences.
  - **High Honor Roll (A-Average) -** Certificate is given to students with a GPA of or higher than 3.5 and no Us or Fs.
  - **Honor Roll (B-Average) -** Certificate is given to students with a GPA of 3.0 and no Us or Fs.
  - **Citizenship-** Certificate is given to students with Excellent in all their Citizenship marks.
  - **Department Award-** Certificate will be given to students from each grade-level who demonstrate special aptitude in a content area.
  - **Interdisciplinary Team Award-** This certificate will be given to student(s) from I-teams who have exemplified the *Guiding Principles and Expectation* in all their classes.
2. Pictures will be posted around campus and/or on the Edison webpage (with Parent Release Forms) of students who:
  - Reclassified (see Reclassification Criteria)
  - Scored within or exceeded the California Fitness Grams requirements
  - Most Improved in California Fitness Grams
  - Have perfect attendance for a month.
3. **Principal's Awards-** our principal, Mr. Garcia, gives these special recognitions.
  - **Thomas Alva Edison Award-** This recognition is given to the eighth grade student who has demonstrated Edison Pride throughout the years at Edison. The student who exemplifies the Thomas A. Edison Middle School Mission and Vision statement.

- **Valedictorian-** This recognition is given to the student with the highest Grade Point Average during the two years of middle school.
- **Salutatorian-** This recognition is given to the student with the second highest Grade Point Average during the three years of middle school.
- **Million Word Challenge-** This recognition is given to students who have read one million, or more, words in one academic year.

**EXPLANATION OF GRADES:** Grades are issued every five weeks. Three progress reports are issued to help parents monitor their child's progress before the fourth/final grades for the semester are issued.

**CULMINATION ELIGIBILITY:** See the Individual Graduation Plan (IGP) information letter and signature page for details.

**"C" AVERAGE:** Students must maintain a "C" average (2.0 GPA) as a condition of participation in extra curricular or co-curricular activities.

**8<sup>th</sup> GRADE DUES:** The 8<sup>th</sup> grade year is an exciting experience and it should be an enjoyable one. We have scheduled many activities, and you may want to plan ahead for the activities and expenses involved. Participation is optional. Students will save money by paying class dues.

**No refunds will be made due to ineligibility.** Eligibility includes: passing all classes with a "D" or above, having no more than four "U's" (no more than two U's in cooperation), having all library or textbook fines paid, having served all detention hours owed, being dressed according to the dress code for the activity, maintaining an attendance rate over 96%, and no more than one school suspension.

Class dues are \$45.00 (fee subject to change) and include the following items and activities: Pin & Ribbon Ceremony, Pin & Ribbon, and Pin & Ribbon Dance, Class T-Shirt and dance, \*8<sup>th</sup> Grade Picnic, \*Farewell Dance, Class items, Yearbook (\*Students must be eligible to participate). Dues must be paid in full to receive the Class T-shirt and Yearbook. A partial payment must be paid before the Pin & Ribbon Ceremony in order to participate. Dues should be paid for in the Student Store.

**School wide Positive Behavior Plan (SWPBS)**  
**Guiding Principles and Expectations for**  
**Edison Middle School**

- 1. Respect**  
I treat others the way I want to be treated  
I respect laws, rules, and school authority  
I treat people fairly and respect their rights  
I respect private and public property
- 2. Responsibility**  
I take responsibility for my actions  
I choose how I respond to others  
I return what I borrow
- 3. Appreciation of Differences**  
I look for the good in others  
I respect each person's right to be different  
I see cultural diversity as an opportunity for learning.
- 4. Honesty**  
I am honest with myself and others  
I act with integrity  
I avoid spreading rumors or gossip
- 5. Safety**  
I engage in safe activities  
I keep my body and mind healthy  
I choose only those things that are really good for me
- 6. Life-Long Learning**  
I come to school prepared to learn  
I give my best in everything I do  
I am open and alert to solutions

**Culture of Discipline**  
**Student Expectation**

- 1. Learn and follow school and classroom rules.**
- 2. Solve conflicts maturely, without physical or verbal violence.**
- 3. Keep a safe and clean campus that is free of graffiti, weapons, and drugs.**
- 4. Be good role models and help create a positive school environment.**
- 5. Report any bullying, harassment, or hate motivated incidents.**
- 6. Display good sportsmanship on both the athletic field and playground.**
- 7. Attend school on time, have schoolbooks and supplies, and be prepared to learn.**
- 8. Keep social activities safe and report any safety hazards.**

**Student Tips**

Students are one of the most important groups responsible for making the school climates safe and healthy. Students, who follow school and classroom rules and encourage others to do so too, help make school a fun and pleasant place to be. Below are several tips students can use to demonstrate appropriate positive behavior at school.

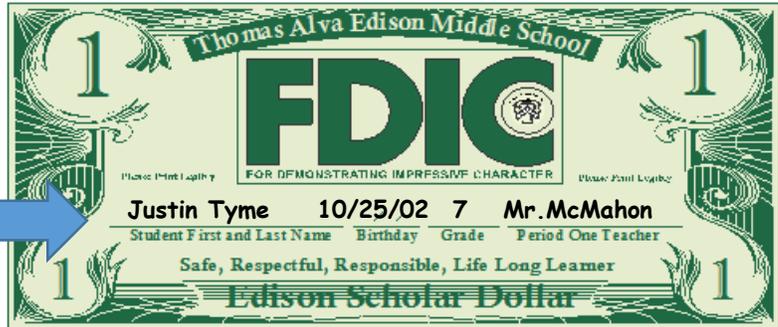
- Learn and follow *Culture of Discipline: Guiding Principles for the School Community* and the *Culture of Discipline: Student Expectations*.
- Participate in safe activities and avoid danger.
- Be accepting of individual differences between people.
- Participate in school activities. Join clubs and sports teams at school and in your community.
- Communicate with your parents/caregivers. Let them know what is going on in your life. Introduce them to your friends and always tell them where you are going.
- Don't wait for the problem to get too big before you tell your parent or a trusted adult
- Find a trusted adult who can mentor and support you in achieving your dreams.
- Get help when you need it. Ask questions when you don't understand.
- Treat others like you want them to treat you.
- Remember that you matter. Your ideas, thoughts and opinions are important and have value. Consider leadership opportunities.
- Get involved in your community. You can make a difference in someone's life.
- Show respect by using respectful language and actions.
- Report unsafe, unhealthy conditions and bullying to an administrator.
- Be honest. Telling the truth, keeping your word and not cheating are the best ways to show character, responsibility, and maturity. Be proud of what you achieve on your own. If it's the best, then it's the best.

# *Thomas Alva Edison Middle School* *School Wide Positive Behavior Support Plan* ***Scholar Dollar\$***

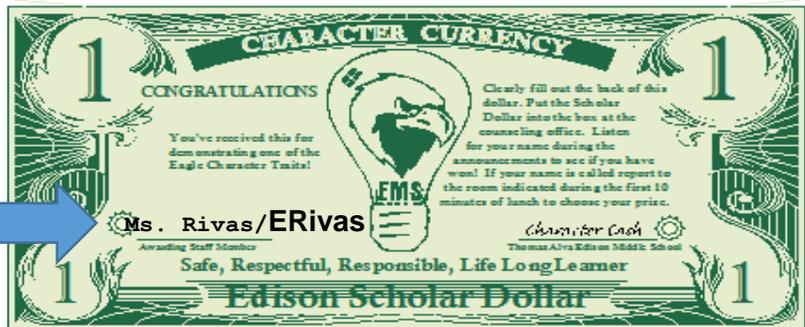
## **Directions:**

1. Clearly print your name on the back of the Scholar Dollar

- \*Your First & Last Name
- \*Your Birthdate (Month/Day/Year)
- \*Grade
- \*Your 1<sup>st</sup> Period Teacher's Name



2. Be sure the teacher/staff member has signed or stamped their name on the front of the Scholar Dollar.  
The dollar is not valid without the staff member's signature or stamp.

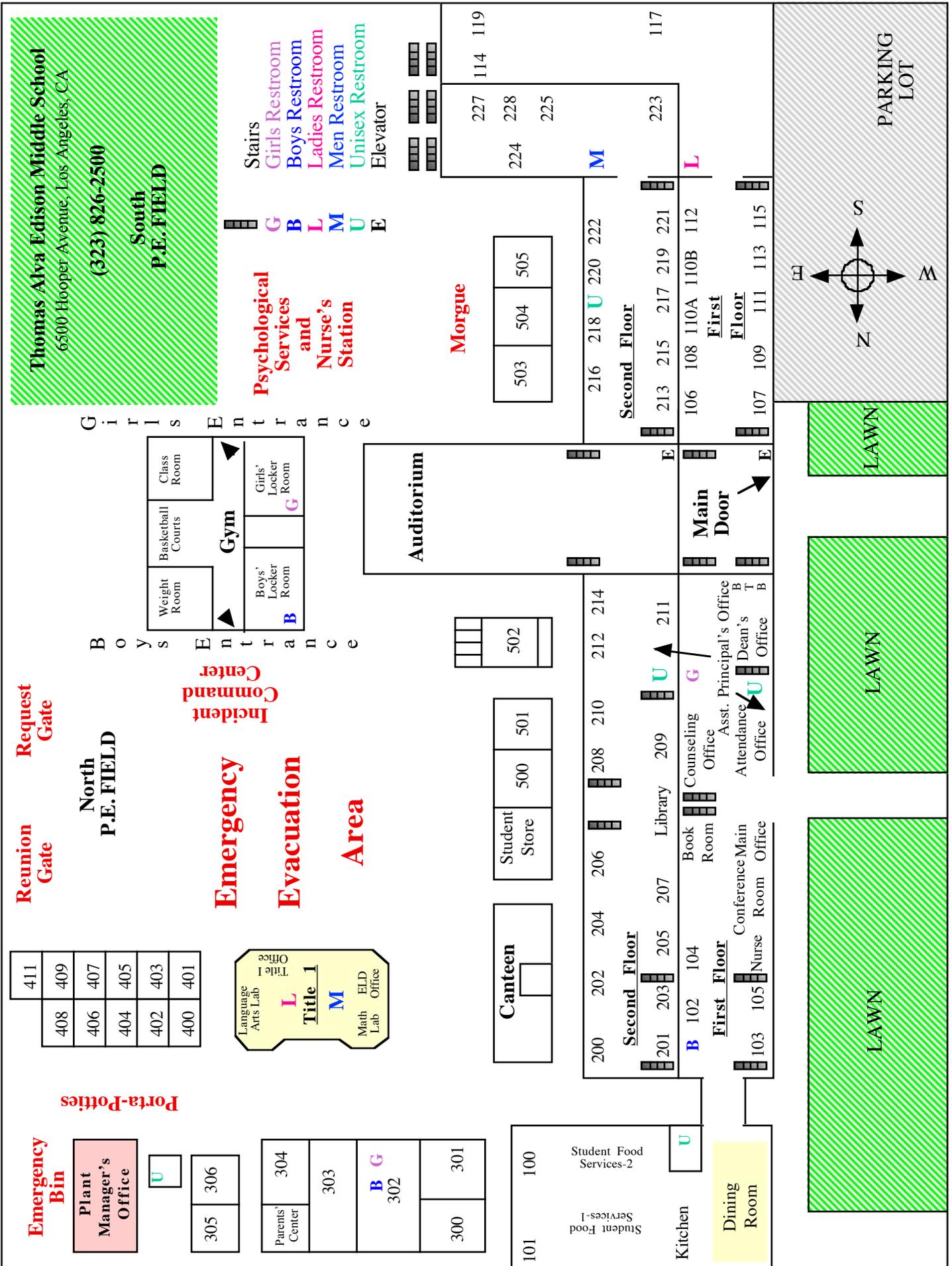


3. Place your Scholar Dollar in the Prize Drawing Box in the Counseling Office (please do not fold the dollar).

4. Listen for your name to be announced on Friday mornings. If you hear your name, come to Room 500 (next to the student store) during lunch with your ID to choose your prize!

### **Possible Prizes Include** (While Supplies Last):

- Fast Food Gift Certificate
- Gage Bowl Gift Certificate
- Golf N' Stuff Gift Certificate
- Lunch with an Administrator
- Free Dress Day Pass
- School Dance Ticket
- Detention Forgiveness Coupon
- 3" Picture Button



# LTEL Student Goal Sheet

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Language Status: Limited English Proficient (LEP)/English Learner (EL)

Number of Years: \_\_\_\_\_

Program Placement: LTEL

ELA/LTEL Teacher: \_\_\_\_\_

LTEL Designee: \_\_\_\_\_

**Reclassification Criteria:**

- Overall score of 4 or 5 on the CELDT (nothing less than a 3 on a domain)
- Pass the SRI with a Basic or higher
  - 6<sup>th</sup> Grade: 730
  - 7<sup>th</sup> Grade: 770
  - 8<sup>th</sup> Grade: 790
- Grades of "C" or better in grade-level English Language Arts

Reclassification Criteria	My current score or grade	What I still need	I've met this goal ✓
CELDT	<b>Listening:</b> <b>Speaking:</b> <b>Reading:</b> <b>Writing:</b> <b>Overall:</b>		
Pass the <b>SRI</b> with a <b>BASIC</b> or Higher			
<b>ELA/LTEL</b> Course Grade			

I commit to the following actions to ensure that I reclassify:

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---

The following people can support me to be successful with my commitments:

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**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**LTEL Designee Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*This Student Goal Sheet is not to be used for LTELs who have IEP\**

**Copy to:**

- Parent
- Student
- Teacher (ELD/ELA)
- Master Plan Folder

**Meeting Attempts:**

Date 1: \_\_\_\_\_

Date 2: \_\_\_\_\_

Date 3: \_\_\_\_\_

# LTEL Student Goal Sheet

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Language Status: Limited English Proficient (LEP)/English Learner (EL)

Number of Years: \_\_\_\_\_

Program Placement: LTEL

ELA/LTEL Teacher: \_\_\_\_\_

LTEL Designee: \_\_\_\_\_

Reclassification Criteria:

- Overall score of 4 or 5 on the CELDT (nothing less than a 3 on a domain)
- Pass the SRI with a Basic or higher
  - 6<sup>th</sup> Grade: 730
  - 7<sup>th</sup> Grade: 770
  - 8<sup>th</sup> Grade: 790
- Grades of "C" or better in grade-level English Language Arts

Reclassification Criteria	My current score or grade	What I still need	I've met this goal ✓
CELDT	<b>Listening:</b> <b>Speaking:</b> <b>Reading:</b> <b>Writing:</b> <b>Overall:</b>		
Pass the <b>SRI</b> with a <b>BASIC</b> or Higher			
<b>ELA/LTEL</b> Course Grade			

I commit to the following actions to ensure that I reclassify:

---



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The following people can support me to be successful with my commitments:

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**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**LTEL Designee Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*This Student Goal Sheet is not to be used for LTELs who have IEP\**

**Copy to:**

- Parent
- Student
- Teacher (ELD/ELA)
- Master Plan Folder

**Meeting Attempts:**

Date 1: \_\_\_\_\_

Date 2: \_\_\_\_\_

Date 3: \_\_\_\_\_

# Criteria for Writing a Sentence

1. Use a capital letter at the beginning of the sentence

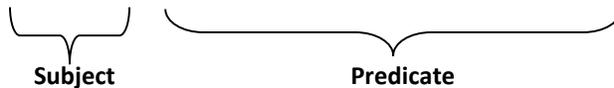
2. Use a punctuation mark at the end of the sentence

**. ? !**

3. Do not begin a sentence with the words:  
Because, So, It, or Like

4. The sentence contains a Subject and a Predicate

Example: The cat ran away from the animal shelter.



5. Names of People, Places, or Things are capitalized

6. Include one of the following words to create a:

## Compound Sentence

**and**

**but**

Example: *The boy and the girl are cutting paper.*

*She is running, but she can't catch the cat.*

**or**

**so**

## Complex Sentence

**because**

Example: *Mitchell won the Spelling Bee because she studied.*

7. The sentence is neatly written

# Criteria for Writing a Paragraph

1. At least 5 sentences:
- 1 Topic Sentence
  - 3 Supporting Details
  - 1 Concluding Sentence

2. Use a capital letter at the beginning of the sentence

3. Use a punctuation mark at the end of each sentence

**. ? !**

4. Do not begin a sentence with the words:  
Because, So, It, or Like

5. The sentences contain a Subject and a Predicate

Example: The cat ran away from the animal shelter.  
Subject Predicate

6. Names of People, Places, or Things are capitalized

7. Include one of the following words to create a:

## Compound Sentence

and

but

Example: *The boy and the girl are cutting paper.*

*She is running, but she can't catch the cat.*

or

so

## Complex Sentence

because

Example: *Mitchell won the Spelling Bee because she studied.*

8. The sentence is neatly written

## Language Strategies for Active Classroom Participation

We will participate in classroom discussions which you may voice your opinion and comment on the opinions of the teacher and other students. Use the following expressions to be successful in communicating clearly and connecting your ideas to the ideas of others.

### Expressing an opinion

I think...  
I believe...  
It seems to me that...  
In my opinion...

### Asking for clarification

What do you mean?  
Will you explain that again?  
I have a question about that.

### Getting a friend to comment

What do you think?  
Do you agree with that?  
What is your opinion?  
I'd like to know what \_\_\_\_\_ thinks.

### Individual Reporting

I discovered from \_\_\_\_\_ that...  
I found out from \_\_\_\_\_ that...  
\_\_\_\_\_ pointed out to me that...  
\_\_\_\_\_ shared with me that...

### Disagreeing

I don't agree (disagree) with you because...  
I came to a different conclusion.  
I have a different opinion.  
I have a different perspective.

### Affirming/Agreeing

That's an intriguing idea.  
I hadn't thought of that.  
I see what you mean.

### Thanking a classmate for a suggestion

Thanks. I like that idea.  
I appreciate your input.  
I think I'll try that.

### Predicting what will happen

I predict that...  
I imagine that...  
I hypothesize that...  
Based on \_\_\_\_\_, I infer that...

### Paraphrasing what someone said

So you are saying that...  
In other words, you think...  
What I hear you saying is...

### Acknowledging ideas of others

I agree with \_\_\_\_\_ that...  
My idea builds upon \_\_\_\_\_'s idea.  
My idea is similar to \_\_\_\_\_'s idea.  
I agree with \_\_\_\_\_ because...

### Partner or Group Reporting

We decided/agreed that...  
We concluded that...  
Our group sees it differently.  
We had a different approach.

### Offering a suggestion

Maybe we/you could...  
What if you tried...  
Have you thought of...  
I have a suggestion.

### Holding the floor

As I was saying...  
What I was trying to say was...  
If I could finish my thought...

### Getting back on-topic

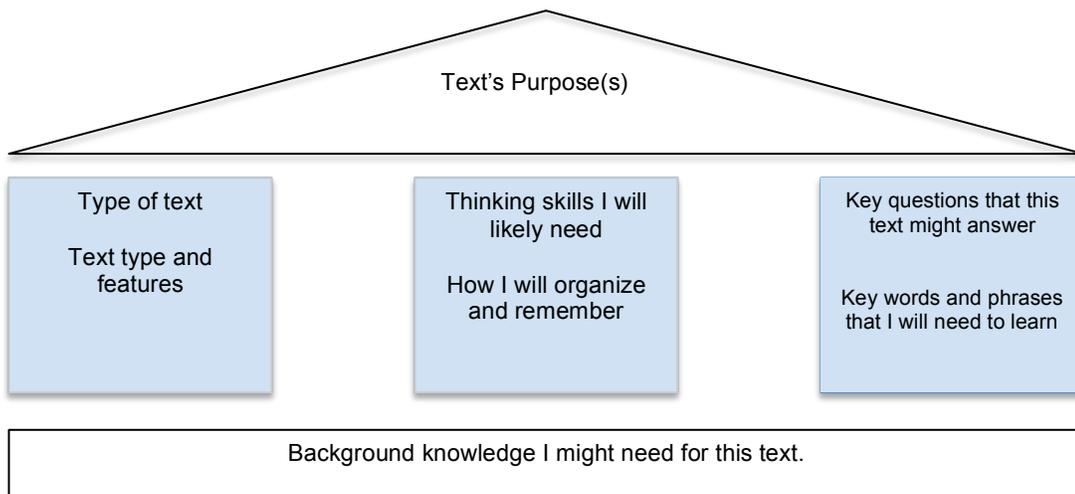
Getting back to what we were saying...  
We're digressing. Let's continue to discuss...  
I believe we were discussing...

## The 4 Ls of Productive Partnering

- L = Look at your partner.
- L = Lean toward your partner.
- L = Lower your voice.
- L = Listen attentively.

## Wide-Angle Reading

1. Look at the **title** and all other visual clues such as **pictures**, **charts**, **subheadings**, and **boxed texts**.
2. Read the first paragraph.
3. Think about background knowledge you might need for the text.
4. Identify the type of text, its features, and how it is structured.
5. Identify possible thinking skills needed for the type of text identified in Step 2.
6. Identify possible ways to organize and remember the crucial information for this type of text.
7. Ask questions using the title that you think the text might answer.
8. Identify key words and phrases that you think you will need to learn in order to understand the text and describe your understanding of the text.



# ANNOTATING THE TEXT

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1. Number the paragraphs in the section you are planning to read.
2. Underline the parts you think are important. For example, details, dates, names, facts, definitions.
3. Write in the margins. Write key words, short notes and/or a few sentences in the margins about what you read.



Put a star in the margin for an unusual idea, a new thought, something you want to go back and take a second look at, or an interesting quote.

?

Put a question mark when you don't understand. Write your question on the margin.

!

Put an exclamation mark when you are surprised.



Circle a new vocabulary word.

P

Make a prediction! What will happen next?

4. Use numbers to show the steps in a process, list, etc. 1, 2, 3, 4...
5. Write the number of the question next to the section where an answer is found.
6. Write 1-2 sentences about what you read/learned at the end of the selection.

Annotation is a note of any form made while reading text.



"Reading with a pencil."

# Diagnostic Score Charts

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Graph using a dot or line graph.



**TABLE 9.1 FITNESSGRAM Standards for Healthy Fitness Zone**

BOYS														
Age	VO <sub>2</sub> max (ml · kg <sup>-1</sup> · min <sup>-1</sup> )		PACER (no. of laps)		One-mile run (min:sec)		Walk test (VO <sub>2</sub> max)		Percent fat		Body mass index		Curl-up (no. completed)	
5			Participation in run. Lap count standards not recommended.		Completion of distance. Time standards not recommended.				25	10	20	14.7	2	10
6									25	10	20	14.7	2	10
7									25	10	20	14.9	4	14
8									25	10	20	15.1	6	20
9									25	10	20	15.2	9	24
10	42	52	23	61	11:30	9:00			25	10	21	15.3	12	24
11	42	52	23	72	11:00	8:30			25	10	21	15.8	15	28
12	42	52	32	72	10:30	8:00			25	10	22	16.0	18	36
13	42	52	41	72	10:00	7:30	42	52	25	10	23	16.6	21	40
14	42	52	41	83	9:30	7:00	42	52	25	10	24.5	17.5	24	45
15	42	52	51	94	9:00	7:00	42	52	25	10	25	18.1	24	47
16	42	52	61	94	8:30	7:00	42	52	25	10	26.5	18.5	24	47
17	42	52	61	94	8:30	7:00	42	52	25	10	27	18.8	24	47
17+	42	52	61	94	8:30	7:00	42	52	25	10	27.8	19.0	24	47

Age	Trunk lift (inches)		90° push-up (no. completed)		Modified pull-up (no. completed)		Pull-up (no. completed)		Flexed arm hang (seconds)		Back-saver sit and reach* (inches)	Shoulder stretch
5	6	12	3	8	2	7	1	2	2	8	8	Healthy Fitness Zone = touching fingertips together behind the back on both the right and left sides.
6	6	12	3	8	2	7	1	2	2	8	8	
7	6	12	4	10	3	9	1	2	3	8	8	
8	6	12	5	13	4	11	1	2	3	8	8	
9	6	12	6	15	5	11	1	2	4	10	8	
10	9	12	7	20	5	15	1	2	4	10	8	
11	9	12	8	20	6	17	1	3	6	13	8	
12	9	12	10	20	7	20	1	3	6	13	8	
13	9	12	12	25	8	22	1	4	12	17	8	
14	9	12	14	30	9	25	2	5	15	20	8	
15	9	12	16	35	10	27	3	7	15	20	8	
16	9	12	18	35	12	30	5	8	15	20	8	
17	9	12	18	35	14	30	5	8	15	20	8	
17+	9	12	18	35	14	30	5	8	15	20	8	

Number on left is lower end of HFZ; number on right is upper end of HFZ.

\*Test scored Pass/Fail; must reach this distance to pass.

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**TABLE 9.1 FITNESSGRAM Standards for Healthy Fitness Zone**

GIRLS														
Age	VO <sub>2</sub> max (ml · kg <sup>-1</sup> · min <sup>-1</sup> )		PACER (no. of laps)		One-mile run (min:sec)		Walk test (VO <sub>2</sub> max)		Percent fat		Body mass index		Curl-up (no. completed)	
5			Participation in run. Lap count standards not recommended.		Completion of distance. Time standards not recommended.				32	17	21	16.2	2	10
6									32	17	21	16.2	2	10
7									32	17	22	16.2	4	14
8									32	17	22	16.2	6	20
9									32	17	23	16.2	9	22
10	40	48	15	41	12:30	9:30			32	17	23.5	16.6	12	26
11	39	47	15	41	12:00	9:00			32	17	24	16.9	15	29
12	38	46	23	41	12:00	9:00			32	17	24.5	16.9	18	32
13	37	45	23	51	11:30	9:00	37	45	32	17	24.5	17.5	18	32
14	36	44	23	51	11:00	8:30	36	44	32	17	25	17.5	18	32
15	35	43	23	51	10:30	8:00	35	43	32	17	25	17.5	18	35
16	35	43	32	61	10:00	8:00	35	43	32	17	25	17.5	18	35
17	35	43	41	61	10:00	8:00	35	43	32	17	26	17.5	18	35
17+	35	43	41	61	10:00	8:00	35	43	32	17	27.3	18.0	18	35

Age	Trunk lift (inches)		90° push-up (no. completed)		Modified pull-up (no. completed)		Pull-up (no. completed)		Flexed arm hang (seconds)		Back-saver sit and reach* (inches)	Shoulder stretch
5	6	12	3	8	2	7	1	2	2	8	9	Healthy Fitness Zone = touching fingertips together behind the back on both the right and left sides.
6	6	12	3	8	2	7	1	2	2	8	9	
7	6	12	4	10	3	9	1	2	3	8	9	
8	6	12	5	13	4	11	1	2	3	10	9	
9	6	12	6	15	4	11	1	2	4	10	9	
10	9	12	7	15	4	13	1	2	4	10	9	
11	9	12	7	15	4	13	1	2	6	12	10	
12	9	12	7	15	4	13	1	2	7	12	10	
13	9	12	7	15	4	13	1	2	8	12	10	
14	9	12	7	15	4	13	1	2	8	12	10	
15	9	12	7	15	4	13	1	2	8	12	12	
16	9	12	7	15	4	13	1	2	8	12	12	
17	9	12	7	15	4	13	1	2	8	12	12	
17+	9	12	7	15	4	13	1	2	8	12	12	

Number on left is lower end of HFZ; number on right is upper end of HFZ.

\*Test scored Pass/Fail; must reach this distance to pass.

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## LEARNING STYLE SURVEY

**Directions:** Read each statement below and circle “yes” if it describes you. Circle “no” if it does not describe you. There is no right or wrong answer, but only the way you feel about the statement. If both answers are true, mark the one which seems true most of the time. Respond to every statement.

**Example:** I would rather do work in the afternoon than in the morning.

A “yes” response means that you prefer to work in the afternoon. A “no” response means you prefer to work in the morning or in the evening.

1. Making things for my studies helps me learn.	Yes	No
2. I can <i>write</i> about most things I know better than I can tell about them.	Yes	No
3. When I really want to understand what I have read, I read it softly to myself.	Yes	No
4. I get more done when I work alone.	Yes	No
5. I remember what I have <i>read</i> better than what I have heard.	Yes	No
6. When I do math problems in my head, I say the numbers to myself.	Yes	No
7. When I answer questions, I can say the answer better than I can write it.	Yes	No
8. I enjoy joining in on class discussions.	Yes	No
9. I understand a math problem that is written down better than one I hear.	Yes	No
10. I do better when I can write the answer instead of having to say it.	Yes	No
11. I understand spoken directions better than written ones.	Yes	No
12. I like to work by myself.	Yes	No
13. I would rather tell about how a thing works than write about how it works.	Yes	No
14. I would rather read a story than listen to one.	Yes	No
15. If someone tells me three numbers to add, I can usually get the right answer without writing it down.	Yes	No
16. I prefer to work with a group when there is work to be done.	Yes	No
17. Seeing a graph or chart with numbers is easier for me to understand than hearing the numbers said.	Yes	No
18. Writing a spelling word several times helps me to remember it better.	Yes	No
19. I learn better if someone reads a book to me than if I read it silently to myself.	Yes	No
20. I learn best when I study alone.	Yes	No
21. I would rather <i>tell</i> a story than write one.	Yes	No
22. When I have a choice between reading and listening, I usually read.	Yes	No
23. Saying the multiplication tables over and over helps me to remember them better than writing them over and over.	Yes	No
24. I do my best work in a group.	Yes	No
25. I understand a math problem that is <i>written</i> down better than one I hear.	Yes	No
26. In a group project, I would rather make a chart or poster than get the information that goes in the chart or poster.	Yes	No
27. Written assignments are easy for me to follow.	Yes	No
28. I remember more of what I learn if I learn it alone.	Yes	No
29. I do well in classes where most of the information has to be read.	Yes	No
30. I would enjoy giving an oral report to the class.	Yes	No
31. I learn math better from spoken explanations than from written ones.	Yes	No
32. If I have to decide something, I ask other people for their opinions.	Yes	No
33. Written math problems are easier to me than oral ones.	Yes	No
34. I like to make things with my hands.	Yes	No
35. I don't mind doing written assignments.	Yes	No
36. I remember things I <i>hear</i> better than things I read.	Yes	No
37. I learn better by reading than I do by listening.	Yes	No
38. It is easier for me to tell about things that I know.	Yes	No
39. It makes it easier for me when I say numbers of a problem to myself as I work it out.	Yes	No

40. If I understand a problem, I like to help someone else to understand it, too.	Yes	No
41. <i>Seeing</i> a number makes more sense to me than hearing a number.	Yes	No
42. I understand what I have learned better when I am involved in making something for the project.	Yes	No
43. The things I write on paper sound better when I say them.	Yes	No
44. I find it easier to remember what I have <i>heard</i> than what I have <i>read</i> .	Yes	No
45. It is fun to learn with class mates, but it is hard to study with them.	Yes	No

Directions: In the columns below, put an “X” by the number if you answered “yes” to that question in the survey. If you answered “no” to a question, do not make a mark for that number. If you did not answer a question, it is important that you go back and answer it now.

Visual	Auditory	Tactile	Individual	Group	Oral	Written
5	3	1	4	8	6	2
9	7	14	12	16	22	10
13	11	26	20	24	30	18
17	15	34	28	32	38	33
21	19	42	45	40	43	35
25	23					
27	31					
29	36					
37	39					
41	44					

Now count the number of times you marked an “X” in each column and fill in the totals for each column in the appropriate space below. Then complete the calculations.

Visual \_\_\_\_\_ x 5 = \_\_\_\_\_

Auditory \_\_\_\_\_ x 5 = \_\_\_\_\_

Tactile \_\_\_\_\_ x 10 = \_\_\_\_\_

Individual \_\_\_\_\_ x 10 = \_\_\_\_\_

Group \_\_\_\_\_ x 10 = \_\_\_\_\_

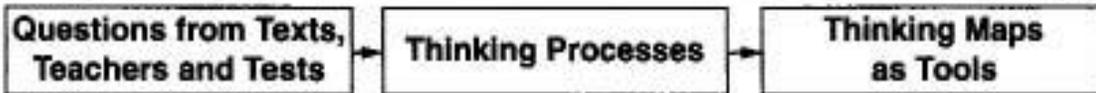
Oral \_\_\_\_\_ x 10 = \_\_\_\_\_

Written \_\_\_\_\_ x 10 = \_\_\_\_\_



<b>Auditory Learners</b>	<b>Visual Learners</b>	<b>Kinesthetic Learners</b>
<p><b>What you like and how you learn:</b></p> <ul style="list-style-type: none"> <li>• Talking and listening- enjoys dialogue</li> <li>• Asking questions</li> <li>• Reading out loud</li> <li>• Moving lips while reading</li> <li>• Books on tape/CD</li> <li>• Voice, tempo and rhythm</li> <li>• Background music</li> <li>• Noise while you work</li> <li>• Panels, committees and debates</li> <li>• Storytelling</li> <li>• Remembers through auditory repetition</li> <li>• Use of inquiry</li> <li>• Hearing prompts like: How does it work? Hear what I'm saying? Listen to this...</li> </ul>	<p><b>What you like and how you learn:</b></p> <ul style="list-style-type: none"> <li>• Crosswords puzzles and word searches</li> <li>• Charts, graphs and diagrams</li> <li>• Pictures</li> <li>• Neat surroundings</li> <li>• Reading to self</li> <li>• A quiet working environment</li> <li>• Organize thoughts by writing things down</li> <li>• Seeing rather than hearing something</li> <li>• Learn by watching demonstrations</li> <li>• Visualization</li> <li>• Step by Step written instructions</li> <li>• Reading and writing strategies</li> <li>• Hearing visually related prompts like: Picture this.... Do you see what I mean? How does this look to you?</li> </ul>	<p><b>What you like and how you learn:</b></p> <ul style="list-style-type: none"> <li>• Touching everything</li> <li>• Textures (the way things feel)</li> <li>• Making or building things; use of manipulative</li> <li>• Fiddling or tinkering with things</li> <li>• Learning with items that you can hold and move (models)</li> <li>• Highlighting when reading</li> <li>• Physical activity and movement</li> <li>• Getting up out of seat or working on the floor</li> <li>• Rocking back in chairs; bouncing legs, tapping pencils, drumming</li> <li>• Using gestures (hands) when speaking</li> <li>• Learn by doing</li> <li>• Use of collaboration</li> <li>• Wait time necessary to process information</li> <li>• Hearing kinesthetic related prompts: How does that feel? Are you able to grasp this idea?</li> </ul>
<p><b>Good Study Habits For YOU:</b></p> <ul style="list-style-type: none"> <li>• Talk with other students about class</li> <li>• Discuss ideas with someone</li> <li>• Don't miss class-you need the lecture.</li> <li>• Read things out loud.</li> <li>• Talk with someone about what has been read</li> <li>• Make flash-cards and use them with a partner or say them out loud</li> <li>• Have some noise in your work or study environment (music, people talking, etc.)</li> <li>• "Talk" the material to yourself</li> <li>• Study in groups and ask each other questions</li> <li>• Read into a tape recorder and then listen to yourself</li> <li>• Create songs, poems, or raps of the information you need to know</li> </ul>	<p><b>Good Study Habits For YOU:</b></p> <ul style="list-style-type: none"> <li>• Organize your work space before starting to work or study</li> <li>• Draw charts, diagrams, pictures, graphs and maps</li> <li>• Photocopy important pages or information and draw or highlight on them</li> <li>• If you own the book, use the highlighter to mark important information-use of different colors when writing</li> <li>• Form pictures to which you can attach information being learned</li> <li>• Turn headings into questions and then read for answers</li> <li>• Copy or type notes</li> <li>• Read the chapter before the lecture</li> <li>• Use lists</li> <li>• Make flashcards</li> <li>• Hang pictures, charts, graphs and posters around the area you do your studying</li> </ul>	<p><b>Good Study Habits For YOU:</b></p> <ul style="list-style-type: none"> <li>• Be well equipped with lots of tools- pens, pencils, paper, rulers, etc.</li> <li>• Get comfortable before you study</li> <li>• Write and rewrite information</li> <li>• Make summaries and outlines</li> <li>• Use a highlighter to mark important information</li> <li>• Study with another person; exchange notes while you study</li> <li>• Put notes on cards that can be moved around as you study</li> <li>• Make flashcards; carry them in your pocket or backpack; use them on the bus, when walking or whenever you have a short break</li> <li>• Take Cornell Notes as you study or read a textbook</li> <li>• Create a game out of what you are studying</li> <li>• Take a break every so often; stand up and walk around</li> <li>• Have a drink or snack while you work</li> <li>• While you read or study, have a pen, a piece of clay, or a smooth stone in your free hand.</li> </ul>
<p><b>Interesting Side Notes:</b></p> <ul style="list-style-type: none"> <li>• Auditory Learners are often misunderstood because they ask questions and are thought not to be paying attention</li> <li>• Many don't like to do written work or read a lot</li> </ul>	<p><b>Interesting Side Note:</b></p> <ul style="list-style-type: none"> <li>• Visual learners need to take the spoken word and make it visual</li> <li>• They may draw, write lists, even doodle in order to learn</li> <li>• They often will not be able to concentrate in a cluttered or noisy environment</li> </ul>	<p><b>Interesting Side Note:</b></p> <ul style="list-style-type: none"> <li>• Kinesthetic learners are often thought not to be paying attention because they are constantly moving</li> <li>• They generally cannot concentrate for long periods of time without being able to move around</li> </ul>

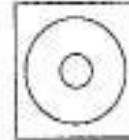
Introducing Thinking Maps



How are you defining this thing or idea? What is the context? What is your frame of reference?

**DEFINING IN CONTEXT**

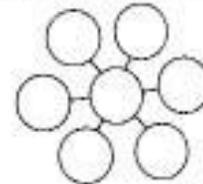
Circle Map



How are you describing this thing? Which adjectives would best describe this thing?

**DESCRIBING QUALITIES**

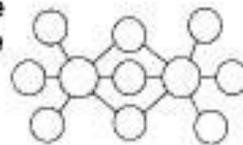
Bubble Map



What are the similar and different qualities of these things? Which qualities do you value most? Why?

**COMPARING and CONTRASTING**

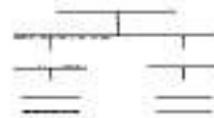
Double Bubble Map



What are the main ideas, supporting ideas, and details in this information?

**CLASSIFYING**

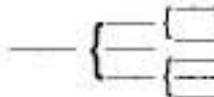
Tree Map



What are the component parts and subparts of this whole physical object?

**PART-WHOLE**

Brace Map



What happened? What is the sequence of events? What are the substages?

**SEQUENCING**

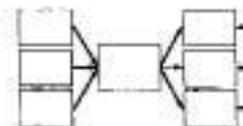
Flow Map



What are the causes and effects of this event? What might happen next?

**CAUSE and EFFECT**

Multi-Flow Map



What is the analogy being used? What is the guiding metaphor?

**SEEING ANALOGIES**

Bridge Map



# Bloom's Taxonomy

Category	Example and Key Words
<p><b>Knowledge:</b> Recall data or information.</p>	<p><b>Examples:</b> Recite a policy. Quote prices from memory to a customer. Knows the safety rules.</p> <p><b>Key Words:</b> defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.</p>
<p><b>Comprehension:</b> Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</p>	<p><b>Examples:</b> Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.</p> <p><b>Key Words:</b> comprehends, converts, defends, distinguishes estimates, explains, extends, generalizes, gives <b>Examples</b>, infers, interprets paraphrases, predicts rewrites, summarizes, translates.</p>
<p><b>Application:</b> Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.</p>	<p><b>Examples:</b> Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.</p> <p><b>Key Words:</b> applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</p>
<p><b>Analysis:</b> Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</p>	<p><b>Examples:</b> Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.</p> <p><b>Key Words:</b> analyzes, breaks down, compares, contrasts, and diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers outlines, relates, selects, separates.</p>
<p><b>Synthesis:</b> Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</p>	<p><b>Examples:</b> Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.</p> <p><b>Key Words:</b> categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.</p>
<p><b>Evaluation:</b> Make judgments about the value of ideas or materials.</p>	<p><b>Examples:</b> Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.</p> <p><b>Key Words:</b> appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.</p>

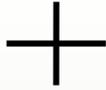
## Overview of Iconic Prompts of Depth and Complexity

Depth and Complexity	Iconic Prompt	Key Questions	Example/ Definition
Language of the Disciplines		What vocabulary terms are specific to the content or discipline?	Purpose, language, skills, tools, and methodology that are specific to a discipline or disciplinarian
Details		What are the defining features or characteristics?	Parts, factors, attributes, variables, distinguishing traits
Patterns		What elements reoccur? What is the sequence or order of events?	Time lines Other chronological lists Predictability Elements that are repeated
Trends		What ongoing factors created influence?	Course of Action Compare, Contrast, and Forecast
Unanswered Questions		What information is unclear, missing, or still not known by the experts?	Missing Parts Incomplete Ideas/ Ambiguity Discrepancies Unresolved Issues
Ethics		What ethical principles are involved in the subject? What debate could emerge from discussion?	Values, Morals, Ethics Pro and Con Bias/ Differing Opinions Right and Wrong Shades of Gray
Big Ideas		What overarching statement best describes what is being studied? How do these ideas relate to broad concepts such as change, relationships, etc?	Main Idea Generalizations Principles Theories
Rules		What structure underlies this subject? What guidelines, regulations, hierarchy, or ordering principles are at work?	Reasons Organization Laws Theories Structure
Over Time		How are elements related in terms of the past, present, and future?	Connecting points in time Relationships within a time period
Across Disciplines		Relate the area of study to other subjects within, between, and across disciplines.	Cross-curricular studies Interdisciplinary relationships
Multiple Perspectives (Points of View)		What are the opposing viewpoints? How do different characters or disciplinarians see this event or situation?	Different roles and knowledge Opposing viewpoints Debate "Think Like a Disciplinarian..."

# Example - Cornell Note-Taking Format

Main Ideas	Details
<p>What are the advantages of taking Cornell Notes?</p> <p>How should notes be recorded?</p> <p>How should notes be refined?</p> <p>How do you use your Cornell Notes to study?</p>	<p>Three Advantages</p> <ol style="list-style-type: none"> <li>1. Method for mastering information, not just recording facts.</li> <li>2. It's efficient.</li> <li>3. Each step prepares the way for the next part of the learning process.</li> </ol> <p>During class:</p> <ol style="list-style-type: none"> <li>1. Record notes. Skip lines to separate information.</li> <li>2. Get main ideas. Facts and details can be included but concepts are more important.</li> <li>3. Use abbreviations</li> <li>4. Use illustrations, thinking maps, pictures when they will help organize the information.</li> </ol> <p>After class, refine notes:</p> <ol style="list-style-type: none"> <li>1. Write questions on the left column.</li> <li>2. Complete any part left undone: dates, definitions, names</li> <li>3. Read notes and underline key words and phrases.</li> <li>4. Write cues for underlined words on the left side.</li> <li>5. Write a summary about the notes on the bottom of the page.</li> <li>6. Compare notes with a classmate.</li> </ol> <p>Use Notes to Study:</p> <ol style="list-style-type: none"> <li>1. Cover up right side of page. Read the questions. Recite as much information as you can remember. Uncover the sheet and check information frequently.</li> <li>2. Reflect on the organization of the notes. Do they make sense the way they are organized? What is the relationship between the information on the notes? This will HELP you REMEMBER!</li> <li>3. Continue reviewing and reciting the information until you feel you know it well.</li> </ol>
<p><b>Summary:</b></p> <p><i>The Cornell method is a good way of taking notes that helps you remember what you cover in class. During class you take notes on what the teacher is saying, what the class is discussing, notes the teacher is giving. After class, you check your notes making sure that you highlight the key words and ideas before writing a summary. Finally, you use the notes to study by covering the right side and asking yourself the questions or cues from the left side.</i></p>	

## ADDITION



Add  
Plus  
Sum  
Total  
All Together  
In all  
Increase  
Positive  
Greater  
More Than

## SUBTRACTION



Subtract  
Minus  
Difference  
Decrease  
Negative  
Less  
Less Than  
Diminished  
Remainder  
Reduced

## MULTIPLICATION



Multiply  
Times  
Product  
Percent of  
Of  
Times as Much  
Twice / Double  
Triple

## DIVISION



Divide  
Quotient  
Vinculum  
Per  
Remainder  
Half  
Fourth, Third, etc.  
Split  
Ratio  
Amongst

## Inequality/Equality Symbols: $a \bigcirc b$

$<$	$\leq$	$>$	$\geq$	$=$
(is) less than cannot reach	(is) less than or equal to  (is) at most  no/not more than  maximum  limit  cannot exceed	(is) greater than  exceeds  more than	(is) greater than or equal to  (is) at least  minimum	is  equals  totals

## Properties, Formulas, & Equations

Associative Property of Addition:

$$a + (b + c) = (a + b) + c$$

Associative Property of Multiplication:

$$a(bc) = (ab)c$$

Commutative Property of Addition:

$$a + b = b + a$$

Commutative Property of Multiplication:

$$ab = ba$$

Identity Property of Addition:  $a + 0 = a$

Identity Property of Multiplication:  $a \cdot 1 = a$

Zero Property:  $a \cdot 0 = 0$

Distributive Property:  $a(b + c) = ab + ac$

Zero Product Property:

$$ab = 0, \text{ then } a = 0, b = 0$$

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

Slope-Intercept Form of a Line:  $y = mx + b$

Point-Slope Form of a Line:  $y - y_1 = m(x - x_1)$

Pythagorean Theorem:  $a^2 + b^2 = c^2$

Absolute Value:  $|x| = \begin{cases} x, & \text{for } x \geq 0 \\ -x, & \text{for } x < 0 \end{cases}$

Quadratic Equation:  $f(x) = ax^2 + bx + c$

$$\text{Quadratic Formula: } x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

**DON'T FORGET  
THE RULES OF MULTIPLICATION!**

$$\begin{array}{cc} + \cdot + = + & + \cdot - = - \\ - \cdot - = + & - \cdot + = - \end{array}$$



## Make sense of problems and persevere in solving them

**When presented with a problem, I can make a plan, carry out my plan, and evaluate its success.**



MP 1

### BEFORE...

**EXPLAIN** the problem to myself.

- Have I solved a problem like this before?

**ORGANIZE** information...

- What is the question I need to answer?
- What is given?
- What are the relationships between known and unknown quantities?
- What tools will I use?
- What prior knowledge do I have to help me?

### DURING...

**PERSEVERE**

**MONITOR** my work

**CHANGE** my plan if it isn't working out

**ASK** myself, "Does this make sense?"

### AFTER...

**CHECK**

- Is my answer correct?
- How do my representations connect to my algorithms?

**EVALUATE**

- What worked?
- What didn't work?
- What other strategies were used?
- How was my solution similar to or different from my classmates'?

## Reason abstractly and quantitatively

**I can use reasoning habits to help me contextualize and decontextualize problems.**



MP 2

### CONTEXTUALIZE

I can take numbers and put them in a real-world context.

For example, if given  $3 \times 2.5 = 7.5$

I can create a context:

*I walked 2.5 miles per day for 3 days. I walked a total of 7.5 miles.*

### DECONTEXTUALIZE

I can take numbers out of context and work mathematically with them.

For example, if given  $3 \times 2.5 = 7.5$

I can write and solve

*$3 \times 2.5 = 7.5$*

**Reasoning Habits include 1) creating an understandable representation of the problem solved, 2) considering the units involved, 3) attending to the meaning of quantities, and 4) using properties to help solve problems.**

## Construct viable arguments and critique the reasoning of others



MP 3

**I can make conjectures and critique the mathematical thinking of others.**

I can construct, justify, and communicate arguments by...

- considering context
- using examples and non-examples
- using objects, drawings, diagrams and actions

I can critique the reasoning of others by...

- listening
- comparing arguments
- identifying flawed logic
- asking questions to clarify or improve arguments

MP 4

## Model with mathematics



**I can recognize math in everyday life and use math I know to solve everyday problems.**

I can...

- make assumptions and estimate to make complex problems easier
- identify important quantities and use tools to show their relationships
- evaluate my answer and make changes if needed

concrete models

symbols

pictures

**Represent Math**

oral language

real-world situations

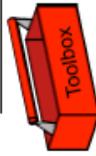
## Use appropriate tools strategically

MP 5

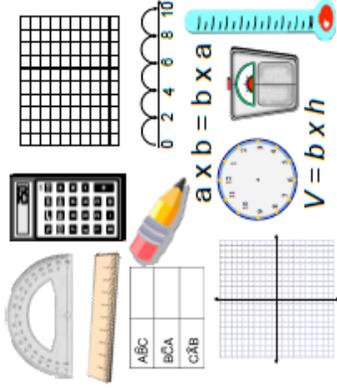


*I know when to use certain tools to help me explore and deepen my math understanding.*

I have a math toolbox.



- ◆ I know HOW to use math tools.
- ◆ I know WHEN to use math tools.
- ◆ I can reason: "Did the tool I used give me an answer that makes sense?"



$$a \times b = b \times a$$

$$V = b \times h$$

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Jordan School District 2011, Grade 5

## Look for and make use of structure

MP 7



*I can see and understand how numbers and spaces are organized and put together as parts and wholes.*

### Numbers

For Example:

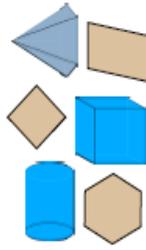
- ◆ Base 10 structure
- ◆ operations and properties
- ◆ terms, coefficients, exponents

10	100	1000	10000
+	50	15	
			195

### Spaces

For Example:

- ◆ dimension
- ◆ location



- ◆ attributes
- ◆ transformation

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Jordan School District 2011, Grade 5

## Attend to precision

MP 6



*I can use precision when solving problems and communicating my ideas.*

### Problem Solving

- ◆ I can calculate accurately.
- ◆ I can calculate efficiently.
- ◆ My answer matches what the problem asked me to do – estimate or find an exact answer.

### Communicating

- ◆ I can **SPEAK**, **READ**, **WRITE**, and **LISTEN** mathematically.
- ◆ I can correctly use...
  - math symbols
  - math vocabulary
  - units of measure

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Jordan School District 2011, Grade 5

## Look for and express regularity in repeated reasoning

MP 8



*I can notice when calculations are repeated. Then, I can find more efficient methods and short cuts.*

For example:  $25 \div 11$

$$\begin{array}{r} 2.2727 \\ 11 \overline{) 25.0000} \\ \underline{22} \phantom{0000} \\ 30 \phantom{000} \\ \underline{22} \phantom{000} \\ 80 \phantom{00} \\ \underline{77} \phantom{00} \\ 30 \phantom{0} \\ \underline{22} \phantom{0} \\ 80 \phantom{0} \\ \underline{77} \phantom{0} \\ 30 \phantom{0} \end{array}$$

I am repeating this calculation. The quotient is a repeating decimal.

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Jordan School District 2011, Grade 5

## COLLEGE & CAREER READINESS ANCHOR STANDARDS

### READING

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting detail and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes and content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

### WRITING

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
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 tasks, purposes, and audiences.

### LISTENING AND SPEAKING

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### LANGUAGE

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## COMMON CORE STATE STANDARDS – ELA GRADE 6

### READING STANDARDS FOR LITERATURE

#### *Key Ideas and Details*

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

#### *Craft and Structure*

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6. Explain how an author develops the point of view of the narrator or speaker in a text.

#### *Integration of Knowledge and Ideas*

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
8. (Not applicable to literature)
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

#### *Range of Reading and Level of Text Complexity*

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### READING STANDARDS FOR INFORMATIONAL TEXT

#### *Key Ideas and Details*

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

#### *Craft and Structure*

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

#### *Integration of Knowledge and Ideas*

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

*Range of Reading and Level of Text Complexity*

10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**WRITING STANDARDS**

*Text Types and Purposes*

1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s) and organize the reasons and evidence clearly.
  - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from the information or explanation presented.
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 introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - b. Use narrative techniques such as dialogue, pacing, and description, to develop experiences, events and/or characters.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - e. Provide a conclusion that follows from the narrated experiences or events.

*Production and Distribution of Writing*

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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. (Editing for conventions should demonstrate command of the Language standards 1-3 up to and including Grade 6.)

6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
  - b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

*Range of Writing*

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.

**SPEAKING AND LISTENING STANDARDS**

*Comprehension and Collaboration*

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; 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, set specific goals and deadlines, and define individual roles as needed.
  - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

*Presentation of Knowledge and Ideas*

4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**COMMON CORE STATE STANDARDS – ELA GRADE 7**

**READING STANDARDS FOR LITERATURE**

*Key Ideas and Details*

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

*Craft and Structure*

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

*Integration of Knowledge and Ideas*

7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
8. (Not applicable to literature)
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

*Range of Reading and Level of Text Complexity*

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**READING STANDARDS FOR INFORMATIONAL TEXT**

*Key Ideas and Details*

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

*Craft and Structure*

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

*Integration of Knowledge and Ideas*

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

*Range of Reading and Level of Text Complexity*

10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**WRITING STANDARDS**

*Text Types and Purposes*

1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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, and description, to develop experiences, events and/or characters.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - 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 the narrated experiences or events.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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. (Editing for conventions should demonstrate command of the Language standards 1-3 up to and including Grade 7.)
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to citing sources.
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
  - b. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

*Production and Distribution of Writing*

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.

11. Write informative/explanatory texts (e.g., essays, research reports) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

12. 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, and description, to develop experiences, events and/or characters.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - 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 the narrated experiences or events.

*Range of Writing*

13. 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.

## **SPEAKING AND LISTENING STANDARDS**

### *Comprehension and Collaboration*

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or researched required 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, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed
  - d. Acknowledge new information expressed by others and, when warranted, modify their own views.
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

### *Presentation of Knowledge and Ideas*

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **COMMON CORE STATE STANDARDS – ELA GRADE 8**

## **READING STANDARDS FOR LITERATURE**

### *Key Ideas and Details*

1. Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
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.

### *Craft and Structure*

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

### *Integration of Knowledge and Ideas*

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. (Not applicable to literature)
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

### *Range of Reading and Level of Text Complexity*

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

## **READING STANDARDS FOR INFORMATIONAL TEXT**

### *Key Ideas and Details*

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.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### *Craft and Structure*

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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.
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

### *Integration of Knowledge and Ideas*

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. 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.
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.

### *Range of Reading and Level of Text Complexity*

10. By the end of the year, read and comprehend literary nonfiction at the high end of grades 6-8 text complexity band independently and proficiently.

## **WRITING STANDARDS**

### *Text Types and Purposes*

1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
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 the narrated experiences or events.

#### *Production and Distribution of Writing*

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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. (Editing for conventions should demonstrate command of the Language standards 1-3 up to and including Grade 8.)
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.
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. 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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, transitional stories, or religious works such as the Bible, including describing how the material is rendered new”).
  - b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

#### *Range of Writing*

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.

### **SPEAKING AND LISTENING STANDARDS**

#### *Comprehension and Collaboration*

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 required 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.
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.
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*

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **COMMON CORE STANDARDS FOR MATHEMATICAL PRACTICE**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### **COMMON CORE STATE STANDARDS – MATH GRADE 6**

#### **RATIOS AND PROPORTIONAL RELATIONSHIPS**

##### *Understand ratio concepts and use ratio reasoning to solve problems.*

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”
2. Understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$ , and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is  $\frac{3}{4}$  cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
  - a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
  - b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?
  - c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means  $30/100$  times the quantity); solve problems involving finding the whole, given a part and the percent.
  - d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

#### **THE NUMBER SYSTEM**

##### *Apply and extend previous understandings of multiplication and division to divide fractions by fractions.*

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for  $(2/3) \div (3/4)$  and use a visual fraction model to show the quotient; use the relationship between

multiplication and division to explain that  $(2/3) \div (3/4) = 8/9$  because  $3/4$  of  $8/9$  is  $2/3$ . (In general,  $(a/b) \div (c/d) = ab/bc$ .) How much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $3/4$ -cup servings are in  $2/3$  of a cup of yogurt? How wide is a rectangular strip of land with length  $3/4$  mi and area  $1/2$  square mi?

**Computer fluently with multi-digit numbers and find common factors and multiples.**

- Fluently divide multi-digit numbers using the standard algorithm.
- Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
- Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express  $36 + 8$  as  $4(9 + 2)$ .

**Apply and extend previous understandings of numbers to the system of rational numbers.**

- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g. temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
  - Recognize opposite signs of numbers and indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g.,  $-(-3) = 3$ , and that 0 is its own opposite.
  - Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ by only signs, the locations of the points are related by reflections across one or both axes.
  - Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
- Understand ordering and absolute value of rational numbers.
  - Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret  $-3 > -7$  as a statement that -3 is located to the right of -7 on a number line oriented from left to right.
  - Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write  $-3^{\circ}\text{C} > -7^{\circ}\text{C}$  to express the fact that  $-3^{\circ}\text{C}$  is warmer than  $-7^{\circ}\text{C}$ .
  - Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write  $|-30| = 30$  to describe the size of the debt in dollars.
  - Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.
- Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

**EXPRESSIONS AND EQUATIONS**

**Apply and extend previous understandings of arithmetic to algebraic expressions.**

- Write and evaluate numerical expressions involving whole-number exponents.
- Write, read, and evaluate expressions in which letters stand for numbers.

a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as  $5 - y$ .

b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression  $2(8 + 7)$  as a product of two factors; view  $(8 + 7)$  as both a single entity and a sum of two terms.

c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas  $V = s^3$  and  $A = 6s^2$  to find the volume and surface area of a cube with sides of length  $s = 1/2$ .

- Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression  $3(2 + x)$  to produce the equivalent expression  $6 + 3x$ ; apply the distributive property to the expression  $24x + 18y$  to produce the equivalent expression  $6(4x + 3y)$ ; apply properties of operations to  $y + y + y$  to produce the equivalent expression  $3y$ .
- Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions  $y + y + y$  and  $3y$  are equivalent because they name the same number regardless of which number y stands for.

**Reason about and solve one-variable equations and inequalities.**

- Understand solving an equation or inequality as a process of answering a question; which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- Solve real-world and mathematical problems by writing and solving equations of the form  $x + p = q$  and  $px = q$  for cases in which p, q and x are all nonnegative rational numbers.
- Write an inequality of the form  $x > c$  or  $x < c$  to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form  $x > c$  or  $x < c$  have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

**Represent and analyze quantitative relationships between dependent and independent variables.**

- Use variables to represent two quantities in real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation  $d = 65t$  to represent the relationship between distance and time.

**GEOMETRY**

**Solve real-world and mathematical problems involving area, surface area, and volume.**

- Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
- Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas  $V = lwh$  and  $V = bh$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

- Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
- Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

### **STATISTICS AND PROBABILITY**

#### ***Develop understanding of statistical variability.***

- Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.
- Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
- Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

#### ***Summarize and describe distributions.***

- Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- Summarize numerical data sets in relation to their context such as by:
  - Reporting the number of observations.
  - Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
  - Giving quantitative measure of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviation from the overall pattern with reference to the context in which the data were gathered.
  - Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

## **COMMON CORE STATE STANDARDS – MATH GRADE 7**

### **RATIOS AND PROPORTIONAL RELATIONSHIPS**

#### ***Analyze proportional relationships and use them to solve real-world and mathematical problems.***

- Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks  $\frac{1}{2}$  mile in each  $\frac{1}{4}$  hour, compute the unit rate as the complex fraction  $\frac{1/2}{1/4}$  miles per hour, equivalently 2 miles per hour.
- Recognize and represent proportional relationships between quantities.
  - Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
  - Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
  - Represent proportional relationships by equations. For example, if total cost  $t$  is proportional to the number  $n$  of items purchased at a constant price  $p$ , the relationship between the total cost and the number of items can be expressed as  $t = pn$ .
  - Explain what a point  $(x, y)$  on the graph of a proportional relationship means in terms of the situation, with special attention to the points  $(0, 0)$  and  $(1, r)$  where  $r$  is the unit rate.
- Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

### **THE NUMBER SYSTEM**

#### ***Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.***

- Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
  - Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.
  - Understand  $p + q$  as the number located a distance  $|q|$  from  $p$ , in the positive or negative direction depending on whether  $q$  is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
  - Understand subtraction of rational numbers as adding the additive inverse,  $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
  - Apply properties of operations as strategies to add and subtract rational numbers.
- Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
  - Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
  - Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If  $p$  and  $q$  are integers, then  $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers by describing real-world contexts.
  - Apply properties of operations as strategies to multiply and divide rational numbers.
  - Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
- Solve real-world and mathematical problems involving the four operations with rational numbers.

### **EXPRESSIONS AND EQUATIONS**

#### ***Use properties of operations to generate equivalent expressions.***

- Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
  - Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example,  $a + 0.05a = 1.05a$  means that “increase by 5%” is the same as “multiply by 1.05.”
- #### ***Solve real-life and mathematical problems using numerical and algebraic expressions and equations.***
- Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers of any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example, if a woman making \$25 an hour gets a 10% raise, she will make an additional  $\frac{1}{10}$  of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar  $9\frac{3}{4}$  inches long in the center of a door that is  $27\frac{1}{2}$  inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
  - Use variables to represent quantities in real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
    - Solve word problems leading to equations of the form  $px + q = r$  and  $p(x + q) = r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Solve equations of these forms fluently. Compare an

algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

- b. Solve word problems leading to inequalities of the form  $px + q > r$  or  $px + q < r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.

### **GEOMETRY**

*Draw, construct, and describe geometrical figures and describe the relationships between them.*

1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from scale drawing and reproducing a scale drawing at a different scale.
2. Draw (freehand, with ruler or protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

*Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.*

4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
6. Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

### **STATISTICS AND PROBABILITY**

*Use random sampling to draw inferences about a population.*

1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

*Draw informal comparative inferences about two populations.*

3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.
4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

*Investigate chance processes and develop, use, and evaluate probability models.*

5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around  $\frac{1}{2}$  indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.
7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
  - a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
  - b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
  - a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
  - b. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.
  - c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

## **COMMON CORE STATE STANDARDS – MATH GRADE 8**

### **THE NUMBER SYSTEM**

*Know that there are numbers that are not rational, and approximate them by rational numbers.*

1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
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.,  $\pi$ ). 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 approximations.

### **EXPRESSIONS AND EQUATIONS**

*Work with radicals and integer exponents.*

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example,  $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ .
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.

- 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  $3 \times 10^8$  and the population of the world as  $7 \times 10^9$ , and determine that the world population is more than 20 times larger.
- 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.

**Understand the connections between proportional relationships, lines, and linear equations.**

- 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.
- 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  $y = mx + b$  for a line through the origin and the equation  $y = mx + b$  for a line intercepting the vertical axis at  $b$ .

**Analyze and solve linear equations and pairs of simultaneous linear equations.**

- Solve linear equations in one variable.
  - 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).
  - Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
- Analyze and solve pairs of simultaneous linear equations.
  - Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
  - Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example  $3x + 2y = 5$  and  $3x + 2y = 6$  have no solution because  $3x + 2y$  cannot simultaneously be 5 and 6.
  - Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

## **FUNCTIONS**

**Define, evaluate, and compare functions.**

- 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.
- 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.
- 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.

**Use functions to model relationships between quantities.**

- 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.
- 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.

## **GEOMETRY**

**Understand congruence and similarity using physical models, transparencies, or geometry software.**

- Verify experimentally the properties of rotations, reflections, and translations:
  - Lines are taken to lines, and line segments to line segments of the same length.
  - Angles are taken to angles of the same measure.
  - Parallel lines are taken to parallel lines.
- 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.
- Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
- 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.
- 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.
- Explain a proof of the Pythagorean Theorem and its converse.

**Understand the Pythagorean Theorem.**

- Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
- Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

**Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.**

- Know the formulas for the volume of cones, cylinders, and spheres, and use them to solve real-world and mathematical problems.

## **STATISTICS AND PROBABILITY**

**Investigate patterns of association in bivariate data.**

- Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
- Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- 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.
- 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?

## **CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS - GRADE 6**

### **WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS**

#### **6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.**

1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.
2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

#### **6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.**

1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
4. Know the significance of Hammurabi's Code.
5. Discuss the main features of Egyptian art and architecture.
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.
7. Understand the significance of Queen Hatshepsut and Ramses the Great.
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
9. Trace the evolution of language and its written forms.

#### **6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.**

1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries); belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.
3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.
4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.
5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

#### **6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.**

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns

of trade and commerce among Greek city-states and within the wider Mediterranean region.

2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).
3. State the key differences between Athenian, or direct, democracy and representative democracy.
4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.
5. Outline the founding, expansion, and political organization of the Persian Empire.
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.
8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

#### **6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.**

1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.
2. Discuss the significance of the Aryan invasions.
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.
4. Outline the social structure of the caste system.
5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.
6. Describe the growth of the Maya empire and the political and moral achievements of the emperor Asoka.
7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita*; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

#### **6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.**

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Daoism.
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.
7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

#### **6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.**

1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire,

- including how the empire fostered economic growth through the use of currency and trade routes.
4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.
  5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.
  6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).
  7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.
  8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law

## CALIFORNIA HISTORY AND SOCIAL-SCIENCE STANDARDS - GRADE 7

### WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY MODERN TIMES

#### **7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.**

1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).
2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

#### **7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.**

1. Identify the physical features and describe the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.
2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.
4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

#### **7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.**

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.

2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.
3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.
6. Describe the development of the imperial state and the scholar-official class.

#### **7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.**

1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.
2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.
4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.
5. Describe the importance of written and oral traditions in the transmission of African history and culture.

#### **7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.**

1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.
3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code in the twentieth century.
4. Trace the development of distinctive forms of Japanese Buddhism.
5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*.
6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

#### **7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.**

1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.
2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).
5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).
6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in

Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.

7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.
8. Understand the importance of the Catholic Church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

**7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.**

1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.
2. Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.
4. Describe the artistic and oral traditions and architecture in the three civilizations.
5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

**7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.**

1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).
2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.
3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.
4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).
5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

**7.9 Students analyze the historical developments of the Reformation.**

1. List the causes for the internal turmoil in and weakening of the Catholic Church (e.g., tax policies, selling of indulgences).
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).
3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.
5. Analyze how the Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).
6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to

other parts of the world in the medieval and early modern periods; locate missions on a world map.

7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

**7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.**

1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).
2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, and barometer).
3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

**7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).**

1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European World View.
2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.
3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.
4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.
5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).
6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

## **CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS - GRADE 8**

### **UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT**

**8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.**

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
3. Analyze how the American Revolution affected other nations, especially France.
4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

**8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.**

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the May Flower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Governor Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

**8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.**

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
7. Understand the functions and responsibilities of a free press.

**8.4 Students analyze the aspirations and ideals of the people of the new nation.**

1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

**8.5 Students analyze U.S. foreign policy in the early Republic.**

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced West-Ward expansion and the Mexican-American War.
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

**8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.**

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

**8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.**

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

**8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.**

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears,"

settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

#### **8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.**

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

#### **8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.**

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

#### **8.11 Students analyze the character and lasting consequences of Reconstruction.**

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).

3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

#### **8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.**

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
8. Identify the characteristics and impact of Grangerism and Populism.
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

## **CALIFORNIA SCIENCE STANDARDS – GRADE 6 FOCUS ON EARTH SCIENCES**

### **1. Plate Tectonics and Earth's Structure** – Plate tectonics accounts for important features of Earth's surface and major geologic events.

As a basis for understanding this concept:

- a. *Students know* evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.
- b. *Students know* Earth is composed of several layers: a cold brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.
- c. *Students know* lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.
- d. *Students know* that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.
- e. *Students know* major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.
- f. *Students know* how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.
- g. *Students know* how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region

- from the epicenter, the local geology, and the type of construction in the region.
2. **Shaping Earth's Surface** – Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:
    - a. *Students know* water running downhill is the dominant process in shaping the landscape, including California's landscape.
    - b. *Students know* rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.
    - c. *Students know* beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.
    - d. *Students know* earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.
  3. **Heat (Thermal Energy) (Physical Sciences)** – Heat moves in predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:
    - a. *Students know* energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.
    - b. *Students know* that when fuel is consumed, most of the energy released becomes heat energy.
    - c. *Students know* heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).
    - d. *Students know* heat energy is also transferred between objects by radiation (radiation can travel through space).
  4. **Energy in the Earth System** – Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:
    - a. *Students know* the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.
    - b. *Students know* solar energy reaches Earth through radiation, mostly in the form of visible light.
    - c. *Students know* heat from Earth's interior reaches the surface primarily through convection.
    - d. *Students know* convection currents distribute heat in the atmosphere and oceans.
    - e. *Students know* differences in pressure, heat, air movement, and humidity result in changes of weather.
  5. **Ecology (Life Sciences)** – Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:
    - a. *Students know* energy entering ecosystems as sunlight in transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
    - b. *Students know* matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
    - c. *Students know* populations of organisms can be categorized by the functions they serve in an ecosystem.
    - d. *Students know* different kinds of organisms may play similar ecological roles in similar biomes.
    - e. *Students know* the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.
  6. **Resources** – Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:
    - a. *Students know* the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.
    - b. *Students know* different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water,

wildlife, and forests, and know how to classify them as renewable or nonrenewable.

- c. *Students know* the natural origin of the materials used to make common objects.
7. **Investigation and Experimentation** – Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
  - a. Develop a hypothesis.
  - b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
  - c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.
  - d. Communicate the steps and results from an investigation in written reports and oral presentations.
  - e. Recognize whether evidence is consistent with a proposed explanation.
  - f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.
  - g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).
  - h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hillslope).

## **CALIFORNIA SCIENCE STANDARDS – GRADE 7**

### **FOCUS ON LIFE SCIENCE**

1. **Cell Biology**–All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept:
  - a. *Students know* cells function similarly in all living organisms.
  - b. *Students know* the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.
  - c. *Students know* the nucleus is the repository for genetic information in plant and animal cells.
  - d. *Students know* that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.
  - e. *Students know* cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.
  - f. *Students know* that as multicellular organisms develop, their cells differentiate.
2. **Genetics**–A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept:
  - a. *Students know* the differences between the life cycles and reproduction methods of sexual and asexual organisms.
  - b. *Students know* sexual reproduction produces offspring that inherit half their genes from each parent.
  - c. *Students know* an inherited trait can be determined by one or more genes.
  - d. *Students know* plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.
  - e. *Students know* DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.
3. **Evolution**–Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:
  - a. *Students know* both genetic variation and environmental factors are causes of evolution and diversity of organisms.

- b. *Students know* the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.
  - c. *Students know* how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.
  - d. *Students know* how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.
  - e. *Students know* that extinction of a species occurs when the environment changes and that the adaptive characteristics of a species are insufficient for its survival.
- 4. Earth and Life History (Earth Science)** -Evidence from rocks allows us to understand the evolution of life on Earth. As a basis for understanding this concept:
- a. *Students know* Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.
  - b. *Students know* the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.
  - c. *Students know* that the rock cycle includes the formation of new sediment and rocks and that rocks are often found in layers, with the oldest generally on the bottom.
  - d. *Students know* that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.
  - e. *Students know* fossils provide evidence of how life and environmental conditions have changed.
  - f. *Students know* how movements of Earth are continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.
  - g. *Students know* how to explain significant developments and extinctions of plant and animal life on the geologic time scale.
- 5. Structure and Function in Living Systems**-The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept:
- a. *Students know* plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.
  - b. *Students know* organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.
  - c. *Students know* how bones and muscles work together to provide a structural framework for movement.
  - d. *Students know* how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.
  - e. *Students know* the function of the umbilicus and placenta during pregnancy.
  - f. *Students know* the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.
  - g. *Students know* how to relate the structures of the eye and ear to their functions.
- 6. Physical Principles in Living Systems (Physical Science)** -Physical principles underlie biological structures and functions. As a basis for understanding this concept:
- a. *Students know* visible light is a small band within a very broad electromagnetic spectrum.
  - b. *Students know* that for an object to be seen, light emitted by or scattered from it must be detected by the eye.
  - c. *Students know* light travels in straight lines if the medium it travels through does not change.
  - d. *Students know* how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.
  - e. *Students know* that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.
  - f. *Students know* light can be reflected, refracted, transmitted, and absorbed by matter.
  - g. *Students know* the angle of reflection of a light beam is equal to the angle of incidence.
  - h. *Students know* how to compare joints in the body (wrist, shoulder, and thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).
  - i. *Students know* how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.
  - j. *Students know* that contractions of the heart generate blood pressure and that heart valves prevent backflow of blood in the circulatory system.
- 7. Investigation and Experimentation**-Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
- a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
  - b. Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.
  - c. Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.
  - d. Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth's plates and cell structure).
  - e. Communicate the steps and results from an investigation in written reports and oral presentations.
- CALIFORNIA SCIENCE STANDARDS – GRADE 8**  
**FOCUS ON PHYSICAL SCIENCE**
- 1. Motion**-The velocity of an object is the rate of change of its position. As a basis for understanding this concept:
- a. *Students know* position is defined in relation to some choice of a standard reference point and a set of reference directions.
  - b. *Students know* that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary.
  - c. *Students know* how to solve problems involving distance, time, and average speed.
  - d. *Students know* the velocity of an object must be described by specifying both the direction and the speed of the object.
  - e. *Students know* changes in velocity may be due to changes in speed, direction, or both.
  - f. *Students know* how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.
- 2. Forces**-Unbalanced forces cause changes in velocity. As a basis for understanding this concept:
- a. *Students know* a force has both direction and magnitude.
  - b. *Students know* when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
  - c. *Students know* when the forces on an object are balanced; the motion of the object does not change.
  - d. *Students know* how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
  - e. *Students know* that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).
  - f. *Students know* the greater the mass of an object, the more force is needed to achieve the same rate of change in motion.
  - g. *Students know* the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.
- 3. Structure of Matter**-Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of

matter are composed of one or more of the elements. As a basis for understanding this concept:

- a. *Students know* the structure of the atom and know it is composed of protons, neutrons, and electrons.
- b. *Students know* that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.
- c. *Students know* atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.
- d. *Students know* the states of matter (solid, liquid, gas) depend on molecular motion.
- e. *Students know* that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.
- f. *Students know* how to use the periodic table to identify elements in simple compounds.

**4. Earth in the Solar System (Earth Science)**-The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept:

- a. *Students know* galaxies are clusters of billions of stars and may have different shapes.
- b. *Students know* that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color.
- c. *Students know* how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.
- d. *Students know* that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.
- e. *Students know* the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.

**5. Reactions**-Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept:

- a. *Students know* reactant atoms and molecules interact to form products with different chemical properties.
- b. *Students know* the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.
- c. *Students know* chemical reactions usually liberate heat or absorb heat.
- d. *Students know* physical processes include freezing and boiling, in which a material changes form with no chemical reaction.
- e. *Students know* how to determine whether a solution is acidic, basic, or neutral.

**6. Chemistry of Living Systems (Life Science)**-Principles of chemistry underlie the functioning of biological systems. As a basis for understanding this concept:

- a. *Students know* that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms.
- b. *Students know* that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.
- c. *Students know* that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA.

**7. Periodic Table**-The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept:

- a. *Students know* how to identify regions corresponding to metals, nonmetals, and inert gases.
- b. *Students know* each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus.
- c. *Students know* substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.

**8. Density and Buoyancy**-All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept:

- a. *Students know* density is mass per unit volume.
- b. *Students know* how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume.
- c. *Students know* the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced.
- d. *Students know* how to predict whether an object will float or sink.

**9. Investigation and Experimentation**-Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Plan and conduct a scientific investigation to test a hypothesis.
- b. Evaluate the accuracy and reproducibility of data.
- c. Distinguish between variable and controlled parameters in a test.
- d. Recognize the slope of the linear graph as the constant in the relationship  $y=kx$  and apply this principle in interpreting graphs constructed from data.
- e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.
- f. Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including  $\text{speed} = \text{distance}/\text{time}$ ,  $\text{density} = \text{mass}/\text{volume}$ ,  $\text{force} = \text{pressure} \times \text{area}$ ,  $\text{volume} = \text{area} \times \text{height}$ ).
- g. Distinguish between linear and nonlinear relationships on a graph of data.

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## PHYSICAL EDUCATION – GRADE 6

### STANDARD 1

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

#### *Manipulative Skills*

- 1.1 Volley an object repeatedly with a partner, using the forearm pass.
- 1.2 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.
- 1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.
- 1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.
- 1.5 Dribble and pass a ball to a partner while being guarded.

- 1.6 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.

#### *Rhythmic Skills*

- 1.7 Perform folk and line dances.
- 1.8 Develop, refine, and demonstrate routines to music.

#### *Combinations of Movement Patterns and Skills*

- 1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- 1.10 Combine motor skills to play a lead-up or modified game.
- 1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.

### STANDARD 2

**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

*Movement Concepts*

- 2.1 Explain how to increase force based on the principles of biomechanics.
- 2.2 Explain how impact force is reduced by increasing the duration of impact.
- 2.3 Analyze and correct errors in movement patterns.
- 2.4 Provide feedback to a partner to assist in developing and improving movement skills.
- 2.5 Identify practices and procedures necessary for safe participation in physical activities.

*Manipulative Skills*

- 2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass.
- 2.7 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.
- 2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.
- 2.9 Identify opportunities to pass or dribble while being guarded.

*Rhythmic Skills*

- 2.10 Identify steps and rhythm patterns for folk and line dances.
- 2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.

*Combination of Movement Patterns and Skills*

- 2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.

**STANDARD 3**

**Students assess and maintain a level of physical fitness to improve health and performance.**

- 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.
- 3.2 Compare individual physical fitness results with research-based standards for good health.
- 3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
- 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 3.5 Measure and evaluate changes in health-related physical fitness based on physical activity patterns.
- 3.6 Monitor the intensity of one's heart rate during physical activity.

**STANDARD 4**

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

- 4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.
- 4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.
- 4.3 Identify contraindicated exercises and their adverse effects on the body.
- 4.4 Classify physical activities as aerobic or anaerobic.
- 4.5 Explain methods of monitoring heart rate intensity.
- 4.6 List the long-term benefits of participation in regular physical activity.
- 4.7 Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity.

**STANDARD 5**

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

*Self-Responsibility*

- 5.1 Participate productively in group physical activities.
- 5.2 Evaluate individual responsibility in group efforts.

*Social Interaction*

- 5.3 Identify and define the role of each participant in a cooperative physical activity.

*Group Dynamics*

- 5.4 Identify and agree on a common goal when participating in a cooperative physical activity.
- 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.

**PHYSICAL EDUCATION – GRADE 7**

**STANDARD 1**

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

*Manipulative Skills*

- 1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

*Rhythmic Skills*

- 1.2 Perform multicultural dances.

*Combinations of Movement Patterns and Skills*

- 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.
- 1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.
- 1.5 Demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities.
- 1.6 Demonstrate body management and object-manipulation skills needed for successful participation in introductory adventure/outdoor activities.

**STANDARD 2**

**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

*Manipulative Skills*

- 1.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

*Movement Concepts*

- 2.2 Analyze movement patterns and correct errors.
- 2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.
- 2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills.
- 2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skill in smaller parts.
- 2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.

*Combination of Movement Patterns and Skills*

- 2.7 Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person.

**STANDARD 3**

**Students assess and maintain a level of physical fitness to improve health and performance.**

- 3.1 Assess one's own muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition by using a scientifically based health-related fitness assessment.
- 3.2 Evaluate individual measures of physical fitness in relationship to patterns of physical activity.
- 3.3 Develop individual goals, from research-based standards, for each of the five components of health-related physical fitness.
- 3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.
- 3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 3.6 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.

#### **STANDARD 4**

##### **Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

- 4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities
- 4.2 Identify physical activities that are effective in improving each of the health-related physical fitness components.
- 4.3 Match personal preferences in physical activities with each of the five components of health-related physical fitness.
- 4.4 Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while to body is at rest.
- 4.5 Describe the role of physical activity and nutrition in achieving physical fitness.
- 4.6 Identify and apply the principles of overload in safe, age-appropriate activities.
- 4.7 Explain progression, overload, and specificity as principles of exercise.
- 4.8 Discuss the effect of extremity growth rates on physical fitness.

#### **STANDARD 5**

##### **Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

###### *Self-Responsibility*

- 5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
- 5.2 Accept responsibility for individual improvement.

###### *Social Interaction*

- 5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.

###### *Group Dynamics*

- 5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.
- 5.5 Identify the responsibilities of a leader in physical activity.

### **PHYSICAL EDUCATION – GRADE 8**

#### **STANDARD 1**

##### **Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

###### *Rhythmic Skills*

- 1.1 Identify and demonstrate square dance steps, positions, and patterns set to music.
- 1.2 Create and perform a square dance.

###### *Combinations of Movement Patterns and Skills*

- 1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.
- 1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.
- 1.5 Demonstrate fundamental gymnastic/tumbling skills.
- 1.6 Create and perform a routine using fundamental gymnastic/tumbling skills, locomotor and nonlocomotor movement patterns, and the elements of speed, direction, and level.

#### **STANDARD 2**

##### **Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

###### *Movement Concepts*

- 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
- 2.2 Explain the rotation principles used in performing various manipulative skills.
- 2.3 Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities.

###### *Combination of Movement Patterns and Skills*

- 2.4 Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.
- 2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.

- 2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.

#### **STANDARD 3**

##### **Students assess and maintain a level of physical fitness to improve health and performance.**

- 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.
- 3.2 Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria.
- 3.3 Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.
- 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 3.5 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.
- 3.6 Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury).

#### **STANDARD 4**

##### **Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

- 4.1 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.
- 4.2 Identify appropriate physical activities that can be performed if one's physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury.
- 4.3 Identify ways of increasing physical activity in routine daily activities.
- 4.4 Identify and apply basic principles in weight/resistance training and safety practices.
- 4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.
- 4.6 Explain the different types of conditioning for different physical activities.

#### **STANDARD 5**

##### **Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

###### *Self-Responsibility*

- 5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.
- 5.2 Organize and work cooperatively with a group to achieve the goals of the group.
- 5.3 Identify and evaluate three preferences for lifelong physical activity and determine one's responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness.

###### *Social Interaction*

- 5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.

###### *Group Dynamics*

- 5.5 Accept the roles of group members within the structure of a game or activity.
- 5.6 Describe leadership roles and responsibilities in the context of team games and activities.
- 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.