

# SCIENCE

## SEVENTH GRADE

### STUDENTS WILL:

- Explore the interactions and relationships among plants, animals, and their environment.
- Observe the diversity of living things.
- Understand that living and nonliving systems interact in patterns and cycles.
- Use the scientific method to predict, investigate and evaluate a variety of questions and problems.
- Recognize the relationship between genetics and the inheritance of characteristics in living things.
- Be familiar with the operation of various types of scientific equipment.
- Receive instruction in family life education as mandated by the Elk Grove Unified School District Board of Education.

## EIGHTH GRADE

### STUDENTS WILL:

- Identify and explain the structure of matter and how it affects physical and chemical interactions.
- Investigate and explore the relationship between force and motion.
- Explore the flow of various types of energy such as light, mechanical, sound, electrical, magnetic, and aerodynamic through systems.
- Investigate how the earth has changed over geological time and be able to describe the processes that control that change.
- Explain how energy is transferred in both living and nonliving systems.
- Investigate and explore the dynamic relationship between oceans and climates.
- Be introduced to the drug education curriculum as mandated by the Elk Grove Unified School District Board of Education.

## EARTH SCIENCE

**STUDENTS WILL:** investigate the components of the dynamic earth in the following areas:

- **SCIENTIFIC PROCESS:** the study of the tools and processes of science. Key concepts will include scientific method (problem solving), lab and safety equipment, metric measurement, and laws and theories.
- **METEOROLOGY:** the study of climate and weather. Key concepts will include the earth's atmosphere, unequal heating, components of weather, movement of air, weather patterns, forecasting and climate.
- **OCEANOGRAPHY:** the study of the oceans. Key concepts will include: the origin and composition of ocean water, ocean currents, ocean waves and tides, shorelines, the sea floor, and life in the ocean.
- **ASTRONOMY:** the study of objects and phenomena within our solar system and in outer space. Key concepts include radiant energy, artificial satellites and space probes, planet earth, the earth's moon, the solar system, stars, the evolution of stars, the sun, galaxies, and the expanding universe.
- **GEOLOGY:** the study of the composition of the earth and the processes which affect change in its structure over time. Key concepts will include plate tectonics, earthquakes, volcanoes, geologic time, rocks and minerals, weathering and soil, and landforms.

## PHYSICAL SCIENCE

**STUDENTS WILL:** investigate the components of the physical world in the following areas:

- **ENERGY:** the study of the nature of energy. Key concepts include energy and work, thermal energy, waves and sound, light, optics, electricity, magnetism, and energy sources.
- **MATTER:** the study of the composition and behavior of matter. Key concepts will include the states of matter, the classification of matter, atomic structure and the periodic table, elements and compounds, chemical bonds, solutions, and chemical reactions.

- **MOTION:** the study of the laws of motion. Key concepts will include inertia, velocity and acceleration, the effects of gravity, action and reaction, projectiles, and circular motion.
- **FORCES AND MACHINES:** the study of simple machines and how they are used. Key concepts will include advantages of simple machines, levers, pulleys, wheels and axles, inclined planes, screws and edges, compound machines and how machines are used.

## BIOLOGY

**STUDENTS WILL** investigate the components of the living world in the following areas:

- **CELLULAR BIOLOGY:** the study of the building blocks of all living things. Key concepts include scientific method, the chemical basis of life, cell structure and function, the communication between a cell and its environment, the flow of energy through living systems.
- **GENETICS AND HEREDITY:** the study of how an organism's heredity is the product of the genetic changes in its ancestors, how organisms can respond to changes in their environment, and how species evolve through the process of natural selection.
- **ECOLOGY:** the study of how systems in nature interact to maintain a balance, and how human activities may disrupt this stability.
- **SURVEY OF THE LIVING WORLD:** the study of the diversity and classification of living things into five kingdoms: bacteria, protists, fungi, plants, and animals.

## CHEMISTRY

**STUDENTS WILL:**

- Apply the scientific method and use the metric system to solve problems in their daily lives.
- Use mathematical skills to manipulate chemical formulas and calculations.
- Explore the nature and structure of matter.
- Use the periodic table to solve chemical problems.
- Compare and contrast solids, liquids, and gases using the kinetic theory model.
- Investigate the importance and hazards of chemicals in our society.

- Know the law of sines and the law of cosines and apply these laws to solve problems.
- Give proofs of various formulas by using the technique of mathematical induction.
- Apply the fundamental theorem of algebra.
- Represent equations given the rectangular coordinates in terms of polar coordinates.
- Work with conic sections both analytically and geometrically.
- Learn the techniques of matrix manipulation to be able to solve systems of linear equations in any number of variables.

## PROBABILITY and STATISTICS

**STUDENTS WILL:**

- Organize and describe distributions of data using a number of different methods.
- Determine the mean and standard deviation of a normally distributed random variable.
- Use standard distributions to solve for events in problems.
- Use addition, multiplication, and complementation rules to solve for probabilities of particular events in finite sample spaces.
- Compute the variance and the standard deviation of a distribution of data.
- Demonstrate understanding of discrete random variables.

## CALCULUS

**STUDENTS WILL:**

- Learn the algebraic techniques of computing derivatives and integrating functions.
- Learn strategies for finding the limits of functions.
- Use differentiation to solve related rate problems.
- Compute the integrals of a wide variety of functions using a variety of techniques of integration such as: substitution, integration by parts; and trigonometric substitution.
- Demonstrate knowledge and proof of the fundamental theorem of calculus and use it to interpret integrals and antiderivatives.

## GEOMETRY

### STUDENTS WILL:

- Perform basic constructions with geometric tools.
- Write geometric proofs, including proofs by contradiction.
- Use the properties and theorems of triangles in similarity, congruence, Pythagorean theorem and trigonometry.
- Know the theorems and properties of quadrilaterals.
- Solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.
- Solve problems of perimeter, area, and volume of polygons, polyhedrons, and spheres.
- Know the definitions of basic trigonometric functions defined by the angles of a right triangle. Use trigonometric functions to solve problems.
- Study transformations and apply them in a variety of situations.

## ALGEBRA II

### STUDENTS WILL:

- Solve equations and inequalities involving absolute value.
- Solve systems of linear equations and inequalities in two or three variables by substitution, combination, or graphs.
- Add, subtract, multiply, and divide complex numbers.
- Perform operations on polynomials, including long division.
- Solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula.
- Know the laws of exponents and logarithms and understand their functions.
- Perform operations of functions including finding the inverse.
- Use combinations and permutations to compute probabilities.
- Apply the formulas for arithmetic and geometric sequence and series.
- Perform arithmetic operations with rational expressions, and solve rational equations.
- Write the equation from general to standard form, and graph conic sections.

## PRECALCULUS

### STUDENTS WILL:

- Know the basic properties of trigonometric functions including their graphs and that they give the coordinates of every point on the unit circle.

## PHYSICS

### STUDENTS WILL:

- Apply the scientific method and use the metric system to solve problems in their daily lives.
- Investigate the relationship between motion and force.
- Determine the causes of gravity and its effects on matter.
- Compare and contrast work and energy.
- Explore nuclear physics and modern physics concepts.
- Discuss the properties of waves through light and sound, and apply these concepts to optical and musical instruments.
- Explore and describe the properties of electricity and simple circuits.

## PHYSIOLOGY

### STUDENTS WILL:

- Understand terms in anatomy and physiology which refer to directional orientation, body position, and medical terminology.
- Demonstrate how cells, tissues, and organs specialize in order to perform various functions.
- Identify how systems interact to keep the body in a relatively stable state of equilibrium (homeostasis).
- Identify the major bones and structures of the skeleton, as well as explain the structure of bone tissue, formation, and various bone disorders.
- Identify the major muscles of the body. Explain how muscle contraction occurs in a cell, what controls muscular contraction, and the limiting factors for muscle performance.
- Understand how nerve impulses are transmitted, the structure and function of the central and peripheral nervous systems, and the effects of drugs on the nervous system.
- Understand the mechanics and controls of respiration, common respiratory diseases, and the structure and function of the respiratory system.
- Identify blood as connective tissue and demonstrate an understanding of the components and functions of blood, blood groups, and transfusion and blood replacement.
- Demonstrate an understanding of heart anatomy and physiology, and the circulation of blood in the body.



# HISTORY/SOCIAL SCIENCE

## SEVENTH GRADE

**STUDENTS WILL:** demonstrate their knowledge of the Middle Age civilizations of Islam, sub-Saharan Africa, China, Japan, Europe, and the Americas.

- Develop an understanding of the geography of the civilizations.
- Identify major contributions and achievements of the civilizations.
- Study basic belief systems, including religion, as it affects history.
- Understand how interactions of cultures influence future events.
- Use and interpret basic tools of social science (e.g., maps, graphs, timelines, etc.).
- Identify and learn about important figures of this time period.

## EIGHTH GRADE

**STUDENTS WILL:** demonstrate their knowledge of American history from colonization to the beginning of the 20th century.

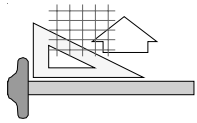
- Evaluate the reasons for and the effects of colonization.
- Identify the main causes and events of the American Revolution.
- Explain the development of the Constitution.
- Identify the structure of government as laid out in the Constitution.
- Understand the driving forces behind the concept of Manifest Destiny.
- Identify the main causes and events of the Civil War and Reconstruction.
- Understand the growth and development of the nation in the post-Civil War period (e.g., immigration, inventions, industrialization, reformers, etc.).
- Explain the impact of settling America on the environment, the Native Americans, and the assimilation of various cultures.

- Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.
- Multiply, divide, and simplify fractions by using exponents' rules.
- Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represent a verbal description.
- Multiply and divide monomials.
- Solve two-step equations and inequalities in one variable over the rational numbers.
- Graph functions.
- Graph linear functions, noting the vertical change per unit of horizontal change is always the same.
- Graph basic, non-linear functions.

## ALGEBRA I

**STUDENTS WILL:**

- Write, solve, and graph linear and quadratic equations.
- Solve multistep linear and quadratic equations and inequalities.
- Solve quadratic equations by factoring, completing the square, using graphs, or applying the quadratic formula.
- Solve systems of two linear equations in two unknowns.
- Verify that a point lies on a line given an equation of the line.
- Derive linear equations using the point-slope formula.
- Add, subtract, multiply, and divide monomials and polynomials.
- Add, subtract, multiply, and divide rational expressions and functions.
- Apply algebraic techniques to rate problems, work problems, and percent mixture problems.
- Extend mathematical reasoning by justifying steps in an algebraic procedure and checking algebraic arguments for validity.
- Use rules of exponents.
- Know the concepts of parallel and perpendicular lines.
- Solve equations and inequalities involving absolute value.



## MATH

### PRE-ALGEBRA I

#### STUDENTS WILL:

- Read, write, and compare rational numbers in scientific notation.
- Add, subtract, multiply, and divide rational numbers, integers, fractions, and decimals.
- Convert fractions to decimals and percents, and use these representations in estimation, computation, and application.
- Collect, organize, and represent data sets that have one or more variables.
- Understand the meaning of and be able to compute the minimum, the lower quartile, the median, and the upper quartile of a data set.
- Use formulas routinely for finding perimeter and area of basic two-dimensional figures, and the surface area and volume of three-dimensional shapes.
- Identify and construct basic elements of geometric figures.
- Understand and use coordinate graphs to plot simple figures, determine lengths and area related to them.
- Calculate the percentage of increase and decrease of a quantity.
- Solve problems that involve discount, markups, commissions, and profit.
- Compute simple and compound interest.
- Understand the meaning of the absolute value of a number.
- Students will be introduced to slope of a line.

### PRE-ALGEBRA II

#### STUDENTS WILL:

- Includes a review of all Pre-Algebra I skills.
- Compare weights, capacities, geometric measures, times and temperatures within and between measurement systems.
- Construct and read drawings and models made to scale.
- Use formulas routinely for finding the surface area and volume of basic three-dimensional figures.
- Know and understand the Pythagorean theorem and use it to find the length of the missing side of a right triangle, apply converse, midpoint and distance formula.
- Construct two-dimensional patterns for three-dimensional models.
- Use the correct order of operations to evaluate algebraic expressions.

## WORLD GEOGRAPHY

#### STUDENTS WILL:

- Identify the five themes of geography and apply these to geography units and current events throughout the year.
- Understand various types of maps and projections and demonstrate their ability to utilize these maps appropriately.
- Understand and create graphs in order to further the understanding of content-specific information.
- Understand internal and external Earth forces and how they relate to the development of landforms.
- Identify and describe the various biomes in the world focusing on climate and vegetation.
- Understand geographic distribution, types of resources, and the value of resources to everyday living.
- Analyze resource usage and its effects on population, hunger, and the environment of the world.
- Relate the themes of geography to each world region and understand how these regions are independent.

## WORLD HISTORY

#### STUDENTS WILL:

- Demonstrate an understanding of contemporary problems in the world.
- Examine the major tenets of Eastern and Western religions in the world.
- Explain the causes and effects of political, social, and economic revolutions in the world.
- Explain the importance of the Industrial Revolution and its impact on individuals and on social, political and economic systems.
- Explain the reason for imperial expansion by industrial nations, as well as the impact of colonization on the native population.
- Explain the causes and effects of the First World War.
- Understand the world between wars and the rise of totalitarian governments.
- Analyze the causes and consequences of the Second World War.

## UNITED STATES HISTORY

### STUDENTS WILL:

- Describe the central issues that faced the United States during the post-Civil War period.
- Analyze the political, social, and economic effects of industrialization from 1870 to 1920, and the Progressive's response to political corruption and the excesses of the Gilded Age.
- Trace the rise of the United States to its role as a world power in the 20th century.
- Demonstrate an understanding of major political, social, economic, and cultural developments of the 1920s.
- Demonstrate an understanding of the causes of the Great Depression and how the New Deal affected society and changed American federalism.
- Understand the role of the United States in World War II and the impact of the war on the home front.
- Analyze economic, political, and social changes in post-World War II America.
- Analyze United States foreign policy since World War II.
- Demonstrate an understanding of the struggle for racial equality, the extension of civil rights, and civil liberties.
- Analyze social issues and the domestic policies that shaped American society from 1950 to the present.
- Analyze American foreign policy from 1960 to the present.

## AMERICAN GOVERNMENT

### STUDENTS WILL:

- Explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents.
- Describe the role of the courts as a major element in the government process and their rights and responsibilities as democratic citizens.
- Describe the respective powers, roles, and workings of the legislative and executive branches.
- Demonstrate an understanding of the principles of federation and key issues related to them.
- Demonstrate an understanding of the responsibilities of citizenship and the importance of the individual in a democratic republic.
- Analyze contemporary issues at the local, state, and national levels.

## ECONOMICS

### STUDENTS WILL:

- Understand common economic terms, concepts, and decision making processes.
- Analyze the elements of the United States' mixed (market) economy in a global setting.

### STUDENTS WILL:

- Refine reading skills through extended practice.
- Describe and express future and past events in writing.
- Understand what is being said in the language being studied.
- Respond to situations being described.
- Use more complex language structures.

**LEVEL 4** Language goals are for students to become fluent in the language they are studying. The communication skills, understanding, speaking, and writing, will be stressed. Grammar will be emphasized along with cultural studies and exposure to literature. Upon completion, students will be eligible to take the AP examination in the language being studied, which may qualify for college credit.

### STUDENTS WILL:

- Infer from facts being read in the language.
- Write with few errors that would interfere with communication.
- Understand a native speaker without frequently asking for repetition.
- Express themselves fluently in the language.



## SPEECH PROFICIENCY

The Elk Grove Unified School District adopted a speech proficiency graduation requirement for the students in the class of 2000 and beyond. It requires that students deliver a 3-5 minute prepared speech that demonstrates, persuades, or provides information. The students must furnish a prepared outline prior to the speech and may use notes during the speech.

The 3-5 minute speech will be judged for delivery and content. The delivery components include voice projection, articulation/pronunciation, expressive voice, facial expressions, eye contact, gestures, and posture. The content components include establishing a clear purpose, organization, and standard English usage.

Students will receive instruction in speech during grades 7-12. Students will be provided with an opportunity to pass the speech proficiency each year in grades 9-12.



# WORLD LANGUAGE

Spanish, French, Japanese,  
German, and Vietnamese

**LEVEL 1** Languages will introduce students to spoken and written language presented through the study of the four basic language skills: listening, speaking, reading, and writing.

**STUDENTS WILL:**

- Develop an understanding of the language they are studying.
- Identify words and phrases that are developed regarding familiar situations.
- Understand typical dialogue.
- Identify objects by the language they are studying.
- Experience various aspects of the culture of the language.
- Use the language in simple situations.

**LEVEL 2** Languages will be taught in the language being studied. There will be increased emphasis placed on comprehension, expression, reading, and writing. The language will continue to be studied through the four basic language skills.

**STUDENTS WILL:**

- Improve their communication through dialogues, oral presentations, and group activities.
- Identify specific information found on menus, invitations, personal correspondence, maps, and paragraphs on familiar topics.
- Express and respond in writing to events and everyday topics.
- Recognize and understand information that is presented.
- Continue to experience the culture of the language.

**LEVEL 3** Languages will be taught in the language being studied. The goal of the course will be for the students to be able to communicate well in the language being studied. The language will continue to be studied through the four basic language skills with greater emphasis placed on culture and literature in the language. Reading and writing skills will continue to be developed. Grammar will be emphasized.

- Realize the function of economic institutions in the United States' economy and integrate them into the circular flow model.
- Understand how to use supply and demand to analyze and predict consumer and producer behavior.
- Recognize the importance of the role of labor in the U.S. economy.
- Understand the influence of the U.S. Government on the American economy through its use of monetary and fiscal policy.
- Understand how aggregate supply and demand are used to measure Gross Domestic Product and how it is affected by unemployment and inflation.
- Understand the importance of international trade.



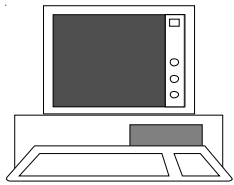
## Health Education

In Health Education, concepts are presented from a wellness perspective and are woven throughout nine content areas: **Personal Health, Consumer and Community Health, Injury Prevention and Safety, Alcohol, Tobacco, and other Drugs, Nutrition, Environmental Health, Individual Growth & Development, Communicable and Chronic Diseases, and Family Life.**

**Students will:**

- Develop, initiate, and practice a personal health plan that includes management of fitness, nutrition, and stress.
- Develop strategies to reduce the risk of all diseases.
- Develop and use interpersonal skills, such as assertiveness, refusal, decision-making and conflict-resolution to avoid the use of tobacco, alcohol, steroids, and other drugs.
- Demonstrate effective communication techniques, including talking openly and honestly with parents and family members when problems/controversial issues arise.
- Demonstrate appropriate responses to first aid situations.
- Use a variety of techniques to manage and reduce stress.
- Demonstrate the aspects of personal responsibility by developing their own strategies which promote sexual abstinence.\*
- Demonstrate assertive and refusal skills, and apply those skills to life situations.\*

\*Sections of the course will deal with **Family Life Education**. Parents may request in writing that their child not participate in this portion of the class. Requests shall be valid for the school year in which they are submitted, but may be withdrawn by the parent at any time.



# TECHNOLOGY GRADUATION REQUIREMENT

The Board of Education adopted a technology proficiency graduation requirement that is required of all students in the classes of 1998 and beyond. Our goals when designing this requirement were to have our students possess skills in information literacy, multimedia presentation, the use and manipulation of data, and troubleshooting. We feel that these are skills that our students will need in the 21st century.

The students in the class of 2000 and beyond will be required to demonstrate competence in technical reading and writing and electronic research. These students will also be required to prove their competence in four of the proficiencies listed in the "B" group on the next page.

The technology requirement may be met through identified classes such as Computer Technology or may be challenged during opportunities that are identified by the district and the sites.

## A. TWO REQUIRED PROFICIENCIES

1. **Electronic Research:** for example, the student conducts a search on an assigned topic and downloads an abstract on that particular topic. The information may be incorporated into a report which also demonstrates word processing proficiency. This search can be conducted on a CD ROM encyclopedia, the school's electronic library system, the Internet, or dial-up services.
2. **Technical Reading and Writing:** after reading technical instructions, a student will complete a complex task, troubleshoot a problem, complete an assembly, and read a blueprint or schematic.

## TWELFTH GRADE

### STUDENTS WILL:

#### Reading

- Read, independently, materials of increasing difficulty and length, including fiction and nonfiction (e.g., *The Stranger*, *Siddhartha*, *All the Pretty Horses*).
- Read, study, and respond, both in and out of class, to 12th grade core and supplemental literature. The topic areas for 12th grade are ***The Human Condition*** and ***Responsibility as World Citizens***.
- Read informational and narrative material for comprehension, using critical reading strategies to paraphrase and synthesize expository text and literature.
- Identify and use clues in text, as well as knowledge of etymology, root words, prefixes, and suffixes to make meaning of college-level vocabulary.

#### Writing

- Write reflective, expository, interpretative, and application texts (e.g., literature, job applications/resumes, multimedia presentations).
- Use the writing process to produce single-draft and multiple-draft pieces which have well-defined viewpoints and consider purpose and audience (e.g., syntax and diction).
- Incorporate college-level vocabulary and sentence structure into their writing.
- Use more advanced conventions of grammar.
- Use revision strategies to produce word-processed, final drafts free of errors in spelling and grammar and of increasing sophistication and length.
- Produce college-level, in-class, timed essays in response to written topics.
- Produce polished writing for publication (e.g., contests, college or job application essay, local media).

#### Listening and Speaking

- Participate in formalized speaking, both in and out of the classroom, via reflective presentations, historical investigations, and multimedia presentations.
- Analyze and evaluate oral and media communications..

## Listening and Speaking

- Meet the school district's speech requirement, as well as orally delivering responses to literature, interviewing, and descriptive presentations.
- Analyze and evaluate oral and media communications.

## ELEVENTH GRADE

### STUDENTS WILL:

#### Reading

- Read, independently, materials of increasing difficulty, including fiction and nonfiction (e.g., *Kindred*, *The Kitchen God's Wife*).
- Read, study, and respond, both in and out of class, to 11th grade core and supplemental literature. The topic areas for 11th grade are ***Traditions: The American Experience*** and ***American Voices: Compassion and Conflict***.
- Read informational and narrative texts for comprehension, using critical reading patterns to analyze organizational patterns and to evaluate arguments to establish clarity of meaning, and to interpret literature.
- Identify and use clues in text, as well as knowledge of root words, prefixes, and suffixes to make meaning of college level vocabulary.

#### Writing

- Write narrative, expository, persuasive, and interpretative texts (e.g., responses to a controversial issue, historical investigation, literature, reflection, or reports).
- Use the writing process to produce single-draft and multiple-draft pieces which have well-defined viewpoints and consider purpose and audience (e.g., stylistic imitation).
- Incorporate advanced vocabulary into their writing.
- Use more advanced conventions of grammar (e.g., more complex sentence structures, diction).
- Use revision strategies to produce word-processed, final drafts free of errors in spelling and grammar and of increasing sophistication and length.
- Practice college-level, in-class, timed essays in response to written topics.

#### Speaking

- Participate in formalized speaking, both in and out of the classroom, via reflective presentations, historical investigations, and multimedia presentations.
- Analyze and evaluate oral and media communications.

The student will be able to write technical, sequential instructions to direct another student in the completion of a complex task. Such tasks may include, but are not limited to: how to change a flat rear bike tire, how to set up a budget spreadsheet, how to program a VCR to record a future program.

## B. ELECTRONIC PROFICIENCIES (CHOOSE FOUR)

3. **Keyboarding:** the student will demonstrate a knowledge and understanding of the functions of the following: 1) mouse functions; 2) window functions; 3) specialized keys and other skills such as diskette formatting, file saving, trashing, and general basic functions.
4. **Touch Typing:** the student will demonstrate traditional typing skills. Proficiency will be determined by the administration of a timed test. Basic proficiency is 20-25 words per minute, correctly typed, excluding the number keys.
5. **Word Processing:** the student will demonstrate competence on a word processing program. A formal report of 1000 words, which exemplifies a student's original work and features common word processing functions, may satisfy this requirement. Specialized skills include spellcheck, setting margins and tabs, changing font type and size, and adding graphics.
6. **Spreadsheet:** the student will describe and demonstrate the use of a spread sheet to keep a household budget or any other realistic application. The concept "what if..." is demonstrated.
7. **Database:** the student will describe and demonstrate the use of a database to keep a mailing list, contact list or any other real world application. The concept "sort" is demonstrated.
8. **Multimedia:** the student will complete an assignment which demonstrates the incorporation of sound, video, and graphics within an interactive computer presentation. Programs such as HyperStudio, PowerPoint, or others will be used.

# CALIFORNIA HIGH SCHOOL EXIT EXAMINATION

*State of California Graduation Requirement*

*Beginning with the class of 2004, all students will be required to pass the High School Exit Exam in order to graduate. Students are eligible to take the exam during the spring of their sophomore year.*

## English Language Arts Area Tested

### Reading

Word Analysis  
Reading Capacity  
Literary Response and Analysis

### Writing

Writing Conventions  
Writing Strategies

### Essay

## Mathematics Area Tested

Statistics, Data Analysis and Probability  
Number Sense  
Algebra and Functions  
Measurement and Geometry  
Mathematical Reasoning  
Algebra I



## ACADEMIC PREPARATION FOR COLLEGE

In addition to what students learn, personal characteristics such as drive, motivation, interest, intelligence, experience, and adaptability are important to getting the most out of college. This section focuses on academic preparation for college. College entrants will need the following preparation in:

### Mathematics:

- The ability to perform, with reasonable accuracy, the computations of addition, subtraction, multiplication, and division using natural numbers, fractions, decimals, and integers.

- Use the writing process to produce single-draft and multiple-draft pieces which have well-defined viewpoints and consider purpose and audience (e.g., point of view).
- Use appropriate conventions of grammar (e.g., consistency of verb tenses, parallelism, semicolons, and colons).
- Use revision strategies to produce final drafts free of errors in spelling and grammar and of increasing sophistication and length.
- Practice in-class, timed essays in response to written prompts.

### Listening and Speaking

- Meet the school district's speech requirement, as well as orally delivering responses to literature, interviewing, and descriptive presentations.
- Analyze and evaluate oral and media communications.

## TENTH GRADE

### STUDENTS WILL:

#### Reading

- Read, independently, materials of increasing difficulty, including fiction and nonfiction (e.g., *Ellen Foster*, *Watership Down*).
- Read, study, and respond, both in and out of class, to 10th grade core and supplemental literature. The topic areas for 10th grade are ***Individual and Society*** and ***The Search For Justice, Dignity, and Liberty***.
- Read informational and narrative texts for comprehension, using critical reading strategies to evaluate an author's argument, to evaluate style and the use of evidence, theme, characterization, and literary devices.

#### Writing

- Write narrative, expository, persuasive, and interpretative texts (e.g., research reports, analytical essays, controversial issues, and responses to literature).
- Synthesize information from a variety of sources to develop main ideas within the body of a paper.
- Use the writing process to produce single-draft and multiple-draft pieces which have well-defined viewpoints and consider purpose and audience (e.g., voice).
- Use appropriate conventions of grammar (e.g., correct use of phrases and clauses, ellipses, and hyphens).
- Practice in-class, timed essays in response to written prompts.
- Use revision strategies to produce word-processed, final drafts free of errors in spelling and grammar and of increasing sophistication and length.
- Practice in-class, timed essays in response to written prompts.

- Use and analyze revision strategies to produce final drafts free of errors in spelling and grammar.
- Practice in-class, timed essays in response to written topics.
- Recognize and refine responsible editing skills.

### Listening and Speaking

- Use refined speaking skills, communicating ideas from "self" to audience.
- Practice formalized speaking through exposure to a variety of speech activities, including a demonstration speech, a response to literature, and research and persuasive presentations.

**Based upon middle school academic grade-level standards, students entering high school are expected to develop into more sophisticated and independent readers and writers, preparing for college-level curriculum and the demanding world of work. High school students will be expected to participate actively in group and independent learning experiences.**

## NINTH GRADE

### STUDENTS WILL:

#### Reading

- Read, independently, materials of increasing difficulty, including fiction and nonfiction (e.g., *1,000 Pieces of Gold*, *Children of the River*).
- Read, study, and respond, both in and out of class, to 9th grade core and supplemental literature. The topic areas for 9th grade are ***Coming of Age*** and ***The Journey***.
- Read informational and narrative texts for comprehension, using critical reading strategies to analyze organizational patterns in arguments, as well as literature, and to evaluate style and the use of evidence, theme, characterization, and literary devices.
- Use knowledge of word derivations, clues in text, root words, prefixes, and suffixes to enhance and advance vocabulary skills.

#### Writing

- Write narrative, expository, persuasive, interpretative and technical texts (e.g., research reports, analytical essays, manual documents, controversial issues, and responses to literature).
- Synthesize information from a variety of sources to develop main ideas within the body of a paper.

- The ability to make and use measurements in both traditional and metric units.
- The ability to use effectively the mathematics: integers, fractions, and decimals; ratios, proportions, and percentages; roots and powers; algebra; geometry.
- The ability to make estimates and approximations and to judge the reasonableness of a result.
- The ability to formulate and solve a problem in mathematical terms.
- The ability to select and use appropriate approaches and tools in solving problems (mental computation, trial and error, paper-and-pencil technique, calculator, and computer).
- The ability to use elementary concepts of probability and statistics.
- The ability to recognize and use inductive and deductive reasoning, and to recognize fallacies in reasoning.
- The ability to draw reasonable conclusions from information found in various sources, whether written, spoken, or displayed in tables and graphs, and to defend one's conclusions rationally.

### Computers:

- A basic knowledge of how computers work and of common computer terminology.
- Some ability to use the computer and appropriate software for self-instruction; collection and retrieval of information; word processing (including the development of keyboard, composition, and editing skills); modeling, simulations, and decision-making; problem-solving, both through the use of existing programs and through experience with developing one's own programs.
- An awareness of when and how computers may be used in the academic disciplines and various fields of work, as well as in daily life.
- Some understanding of the problems and issues confronting individuals and society generally in the use of computers, including social and economic issues and the ethics involved in their use.

### English:

#### Reading and Literature

- The ability to read critically by asking pertinent questions about what they have read by recognizing assumptions and implications, and by evaluating ideas.

- The ability to read with understanding a range of literature, rich in quality and representative of different literary forms and various cultures.
- Interest in and a sense of inquiry about written works.

### Writing

- The recognition that writing is a process involving a number of elements, including collecting information and formulating ideas, determining their relationships, drafting and arranging paragraphs in an appropriate order and building transitions between them, and revising what has been written.
- The ability to write as a way of discovering and clarifying ideas.
- The ability to write appropriately for different occasions, audiences, and purposes (persuading, explaining, describing, telling a story).
- Skill and assurance in using the conventions and grammar of standard written English.

### Speaking and Listening

- The ability to engage in discussion as both speaker and listener, interpreting, analyzing, and summarizing.
- The ability to contribute to classroom discussions in a way that is readily understood by listeners, that is, succinct and to the point.
- The ability to present an opinion persuasively.
- The ability to recognize the intention of a speaker and to be aware of the techniques a speaker is using to affect an audience.
- The ability to recognize and take notes on important points in lectures and discussions.
- The ability to question inconsistency in logic and to separate fact from fiction.

### Science:

#### Laboratory and Field Work

- The ability to distinguish between scientific evidence and personal opinion by inquiry and questioning.
- The ability to recognize the role of observation and experimentation in the development of scientific theories.
- Sufficient familiarity with laboratory and field work to ask appropriate scientific questions and to recognize what is involved in experimental approaches to the solutions of such questions.
- The skills to gather scientific information through laboratory, field, and library work.
- The ability to organize and communicate the results obtained by observation and experimentation.

- Use appropriate listening skills in large/small group situations.
- Practice speaking skills, communicating ideas from "self" to audience.
- Practice formalized speaking through an introductory speech curriculum, including delivering summaries, research, and persuasive presentations.
- Analyze and evaluate oral and media communications.

**The strategies and skills developed through seventh grade will continue to be reinforced in the grades that follow. For this reason, some learning expectations will not be repeatedly listed on the following pages.**

## EIGHTH GRADE

### STUDENTS WILL:

#### Reading

- Read, independently, materials of increasing difficulty, including fiction and nonfiction (e.g., *Call of the Wild*, *House on Mango Street*).
- Read, study, and respond, both in and out of class, to 8th grade core and supplemental literature. Topic areas for 8th grade are ***Moments of Decision: Challenges, Choices, Celebrations and Freedom and Responsibility***.
- Read informational and narrative text for comprehension, using critical reading strategies to determine text organization and purpose; to analyze arguments, main ideas, and theme.
- Identify and use clues in text, as well as knowledge of word origins, root words, prefixes and suffixes, to make meaning of unfamiliar words and promote vocabulary skills.

#### Writing

- Write narrative, expository, persuasive, interpretative, and technical texts (e.g., short stories, research reports, business letters, responses to literature).
- Use transitions effectively, to establish coherence and support theses convincingly.
- Use the writing process to produce single-draft and multiple-draft pieces which are coherent and consider purpose and audience.
- Use appropriate conventions of grammar (e.g., varying sentence types, subordination, coordination, and apposition).
- The ability to read a literary text analytically, seeing relationships between form and content.



# ENGLISH

Based upon elementary academic grade-level standards, students entering middle school are expected to have a strong foundation of basic skills in reading, writing, listening, speaking, and critical thinking. At the middle and high school levels, students will build upon this foundation, refining their literacy skills, in order to be independent readers and writers. The content of all these courses has been aligned with the State Standards.

## SEVENTH GRADE

### STUDENTS WILL:

#### Reading

- Read, independently, materials of increasing difficulty (e.g., *Midsummer Night's Dream*, *Diary of a Young Girl*).
- Read, study, and respond, both in and out of class, to 7th grade core and supplemental literature. The topic areas for 7th grade are **Growing Up: Personal Journey** and **Viewpoints: Expanding Perspectives**.
- Develop research and library skills and use a variety of reference materials (e.g., CD ROM, dictionary, thesaurus, Internet, automated library system and literary reference materials).
- Read informational and narrative text for comprehension, using critical reading strategies to determine purpose and point of view, to analyze, to make inferences, to summarize, and to evaluate.
- Identify and use clues in text, as well as knowledge of root words, prefixes, and suffixes, to make meaning of unfamiliar words and promote vocabulary skills.

#### Writing

- Write narrative, expository, persuasive, autobiographical narratives, and interpretative texts (e.g., research reports, problem/solution, summaries, responses to literature).
- Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- Use the writing process to produce single-draft and multiple-draft pieces which are coherent and consider purpose and audience.
- Incorporate new vocabulary into writing.
- Use appropriate conventions of grammar (e.g., active voice, infinitives and participles, pronoun reference, quotation marks and semicolons).
- Use revision strategies to produce final drafts free of errors in spelling and grammar.
- Practice editing skills.

#### Listening and Speaking

- Participate in large/small, formal/informal speaking activities in and out of the classroom.

#### Fundamental Concepts

- Understanding in some depth the unifying concepts of the life and physical sciences such as cell theory, geological evolution, organic evolution, atomic structure, chemical bonding, and transformations of energy.

#### Social Science:

- Basic factual knowledge of major political and economic institutions and their historical development.
- Basic factual knowledge of the social and cultural fields of history.
- An introductory knowledge of the content and concepts of the social sciences.
- A grasp of major trends in the contemporary world (for example, nationalism or urbanization).
- Familiarity with a variety of written, numerical, and visual forms of data.
- Familiarity with the techniques of quantitative and non-quantitative analysis.
- Familiarity with diverse interpretations of data.

#### History:

- Some understanding of the relationship between present and past, including contrasts between contemporary institutions and values and those of the past, the reasons for these contrasts, and leading continuities between past and present.
- Some understanding of how to approach the problem of change over time.
- The ability to recognize historical cause and effect.
- The ability to identify major historical turning points.
- Some ability to develop historical interpretations.

#### World Language:

- The ability to ask and answer questions and maintain a simple conversation in areas of immediate need and on very familiar topics.
- The ability to pronounce the language well enough to be intelligible to native speakers.
- The ability to understand, with some repetition, simple questions and statements.
- The ability to read and understand the information presented in a simple paragraph.
- The ability to write a short paragraph on a familiar topic.
- The ability to deal with some everyday situations in the culture such as greetings, leave-takings, buying food, and asking directions.

Information from *Academic Preparation For College* by The College Board

## FIFTEEN TIPS FOR PARENTS

Research that has been done on both a national and international level has shown that there are many things that we can do at home to help our children be successful learners and prepare them for college and the future. It is important that we all help to foster the quality of life long learning in our children and continue to support the school-home partnership. We want you to join us in moving Elk Grove Unified School District to the head of the class. You can help by working with us on the tips included in the next few pages.

### EXPECT PERFECT ATTENDANCE

- ☑ **Your child's attendance in school, every day, is crucial to his or her academic success. If your child misses 18 days (an average of 1 out of 10) during the school year, his or her standardized test scores could drop as much as an average of 10 percentile points.**

### EXPECT EVERYONE TO READ

- ☑ Keep good books, magazines, and newspapers in the house.
- ☑ Listen to your children and seek out reading materials which help explore their interests.
- ☑ Add to your children's enjoyment of reading by discussing each book they read.
- ☑ Check with English teachers for extended reading lists.
- ☑ If you have difficulty reading, tell your children stories.
- ☑ **Set reasonable limits on your children's television/entertainment viewing.**

### EXPECT LEARNING TO BE A ROUND-THE-CLOCK ENDEAVOR

- ☑ Help interest your children in learning outside of the school day.
- ☑ Encourage schools and community groups to develop partnerships to support students who want or need more learning time beyond the regular school day and year.
- ☑ Know what kind of homework is expected from teachers and make sure that your children complete it.
- ☑ Provide your children with a regular, quiet place where they can do homework.

## A LETTER TO PARENTS

Dear Parents:

To keep you closely involved with your child's education, we have created this handbook that outlines what your middle or high school student should be learning in each of the academic core area subjects.

The skills we teach are critical for all students to be successful, whether they plan to attend college or work immediately after high school graduation. The curriculum is designed to help students pass the California High School Exit Exam (CAHSEE) and to compete for top colleges and jobs. Starting with the class of 2004, students will be required to pass the CAHSEE in order to receive a high school diploma. As you review this handbook, you will see that we teach students basic skills, such as spelling, as well as more advanced skills, such as analyzing literature and interpreting scientific data.

While every student is expected to learn the skills and procedures outlined here, we know that many students can achieve well beyond them. To encourage students to challenge themselves, we offer a wide variety of outstanding honors and advanced placement courses.

Today, we have some of the most demanding and forward-thinking graduation requirements in the state. Recognizing that students will always rise to the challenge, our Board of Education has increased the graduation requirements three times in recent years. Because of this, students are better prepared to enter college, seek a job, or pursue other opportunities after high school.

I encourage you to talk with your child frequently about school, goals, and the future. Working together, we can ensure that your child is successful. If you have any questions about this handbook, please contact your child's teachers or principal. Thank you for your continued commitment to your child's education.

Sincerely,

Steven M. Ladd, Ed.D.  
Superintendent

L. Steven Winlock, Ed.D.  
Associate Superintendent  
K-12 Education

## Mission Statement of the Elk Grove Unified School District

Adopted by the Board of Education on June 18, 2001

Elk Grove Unified School District  
will provide a learning  
community that challenges **ALL** students  
to realize their greatest potential.

## Core Values

1. **Outcomes for Students**
  - ◆ Achievement of Core Academic Skills
  - ◆ Confident, Effective Thinkers and Problem Solvers
  - ◆ Ethical Participants in Society
2. **Commitments About How We Operate as an Organization**
  - ◆ Supporting Continuous Improvement of Instruction
  - ◆ Building Strong Relationships
  - ◆ Finding Solutions
3. **High Expectations for Learning for ALL Students and Staff**
  - ◆ Instructional Excellence
  - ◆ Enriched Learning Atmosphere
  - ◆ Collaboration with Diverse Communities and Families

### Members of the Board

Jeanette J. Amavisca  
Pollyanna Cooper-LeVangie  
Priscilla S. Cox  
Pamela A. Irely  
William H. Lugg, Jr.  
Chet Madison, Sr.  
Brian D. Myers

Steven M. Ladd, Ed.D., Superintendent  
L. Steven Winlock, Associate Superintendent  
for K-12 Education  
Cynthia D. Tucker, Director  
for Curriculum/Professional Learning

## EXPECT HARD WORK

- ☑ Expect every child to meet tough academic standards.
- ☑ Support school efforts to develop and maintain rules for student discipline.
- ☑ Encourage perseverance and effort in your child. These qualities are the keys to success in life.
- ☑ Beginning in middle school continue to prepare your child for college entrance exams such as the Scholastic Assessment Test (SAT).

## Does television viewing affect student success?

A poll by a California school district in Santa Barbara suggests too much television can hurt students' grades.

- **44 percent** said they have television sets in their bedrooms.
- **62.7 percent** of "A" students, 57.2 percent of "B" students, 50.9 percent of "C" students, and 49.1 percent of "D" students did not have television sets in their bedrooms.
- **39 percent** watch one to two hours of television each week-day, and 11 percent of the students watch television more than five hours a day. They spend much more time on weekends watching TV than weekdays.
- **80 percent** have radios, 46 percent have stereos, 38 percent have telephones, and 13 percent have videocassette recorders in their bedrooms.
- **58.9 percent** of elementary students reported they read from a book every day or nearly every day, compared with only 27.2 percent of secondary students.
- **16.8 percent** of elementary students read a newspaper every day, compared to 31.4 percent of secondary school students.



UNIFIED SCHOOL DISTRICT

**MIDDLE SCHOOLS**

Katherine L. Albiani  
Harriet Eddy  
Edward Harris, Jr.  
Samuel Jackman  
Toby Johnson  
Joseph Kerr  
James Rutter  
T.R. Smedberg

**PRINCIPAL**

Ramona Nelson  
Peter Lambert  
Felicia Bessent  
William Del Bonta  
Patrick McDougall  
Patricia Kennedy-Dwairi  
Sara Noguchi  
Charlotte Phinizy

**TELEPHONE**

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688-0080  
393-2352  
714-8185  
886-7728  
422-7590  
681-7525

**HIGH SCHOOLS**

Calvine  
Daylor  
Elk Grove  
Florin  
Franklin  
Laguna Creek  
Monterey Trail  
Pleasant Grove  
Rio Cazadero  
Sheldon  
Valley

**PRINCIPAL**

Dan Sofia  
Tom Martens  
Catherine Guy  
Philip Moore  
Odie Douglas  
Doug Craig  
Terry Chapman  
Frank Lucia  
Douglas Wendle  
Paula Duncan  
Roger Stock

**TELEPHONE**

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689-8600  
714-8150  
683-1339  
688-0050  
686-0230  
422-3058  
681-7500  
689-6500

**INDEPENDENT STUDY PROGRAM**

Las Flores Independent Study Program 422-5604  
Christy Moustris, Director of Alternative Education

**ELK GROVE UNIFIED  
SCHOOL DISTRICT**

**A PARENT HANDBOOK OF  
STUDENT ACADEMIC  
LEARNING  
EXPECTATIONS**

**SEVENTH - TWELFTH  
GRADE**

