

***ELK GROVE UNIFIED  
SCHOOL DISTRICT***

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

***SEVENTH - TWELFTH  
GRADE***



# 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

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# A LETTER TO PARENTS

Dear Parents:

In order to keep you closely involved as a partner in your child's education, we provide this handbook that outlines the curriculum that your middle or high school student will learn in each academic core area.

The skills we teach are critical to the success of all students, whether they plan to attend college or start a career immediately after high school graduation. The curriculum is designed to help students complete graduation requirements and to compete for top colleges and jobs. As required by the State of California, students must take the California High School Exit Examination (CAHSEE) beginning in their sophomore year and must pass the CAHSEE in order to graduate and receive a diploma.

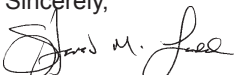
As you review this handbook, you will see that we teach students basic skills, such as spelling and grammar, as well as more advanced critical thinking skills, such as analyzing literature and interpreting scientific data. While every student is expected to learn the skills and procedures outlined here, we know that many students can achieve well beyond them. To encourage students to challenge themselves, we offer a wide variety of honors and advanced placement courses in our secondary schools.

The Elk Grove Unified School District has 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. As a result, students are better prepared to enter college, seek a job, or pursue other opportunities after high school.

We encourage you to talk with your son or daughter 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.

We thank you for your continued commitment to your child's education.

Sincerely,



Steven M. Ladd, Ed.D.  
Superintendent



Christina C. Penna  
Associate Superintendent  
Secondary Education



# 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 courses has been aligned with the State Content Standards.

## SEVENTH GRADE

### Reading

#### *Students will*

- 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 themes 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 expository 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, suffixes, and academic language, to make meaning of unfamiliar words and promote vocabulary skills.

### Writing

#### *Students will*

- write narrative, expository, persuasive, 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 in-class, timed essays in response to written topics.
- practice editing skills.

## Listening and Speaking

### **Students will**

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

### Reading

#### **Students will**

- read, independently, materials of increasing difficulty, including fiction and nonfiction (e.g., *Call of the Wild*, *Lupita Mañana*).
- read, study, and respond, both in and out of class, to 8th grade core and supplemental literature. The themes for 8th grade are *Moments of Decision: Challenges, Choices, Celebrations and Freedom and Responsibility*.
- read expository and narrative text for comprehension, using critical reading strategies to determine text organization and purpose and to analyze arguments, main ideas, and theme.
- identify and use clues in text, as well as knowledge of word origins, root words, prefixes, suffixes, and academic language to make meaning of unfamiliar words and promote vocabulary skills.
- develop the ability to read a literary text analytically, recognizing relationships between form and content.

### Writing

#### **Students will**

- 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).

- 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**

### ***Students will***

- 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/or the demanding world of work. High school students will be expected to participate actively in group and independent learning experiences.**

## **NINTH GRADE**

### **Reading**

#### ***Students will***

- read, independently, materials of increasing difficulty, including fiction and nonfiction (e.g., *Romeo and Juliet*, *A Raisin in the Sun*).
- read, study, and respond, both in and out of class, to 9th grade core and supplemental literature. The themes for 9th grade are *Coming of Age* and *The Journey*.
- read expository 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, suffixes, and academic language to enhance and advance vocabulary skills.

### **Writing**

#### ***Students will***

- 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.
- 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 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.

## Listening and Speaking

### **Students will**

- meet the school district's speech requirement as well as deliver oral responses to literature, interviewing, and descriptive presentations.
- analyze and evaluate oral and media communications.

## TENTH GRADE

### Reading

#### **Students will**

- read, independently, materials of increasing difficulty, including fiction and nonfiction (e.g., *To Kill a Mockingbird*, *Lord of the Flies*).
- read, study, and respond, both in and out of class, to 10th grade core and supplemental literature. The themes for 10th grade are *Individual and Society* and *The Search For Justice, Dignity, and Liberty*.
- read expository 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.
- use knowledge of word derivations, clues in text, root words, prefixes, suffixes, and academic language to enhance and advance vocabulary skills.

### Writing

#### **Students will**

- 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.

## Listening and Speaking

### **Students will**

- meet the school district's speech requirement, as well as deliver oral responses to literature, interviewing, and descriptive presentations.
- analyze and evaluate oral and media communications.

## ELEVENTH GRADE

### Reading

#### **Students will**

- read, independently, materials of increasing difficulty, including fiction and nonfiction (e.g., *The Catcher in the Rye*, *The Great Gatsby*).
- read, study, and respond, both in and out of class, to 11th grade core and supplemental literature. The themes for 11th grade are *Traditions: The American Experience* and *American Voices: Compassion and Conflict*.
- read expository and narrative texts for comprehension, using critical reading patterns to analyze organizational patterns, evaluate arguments, establish clarity of meaning, and interpret literature.
- identify and use clues in text, as well as knowledge of root words, prefixes, suffixes, and academic language to make meaning of college-level vocabulary.

### Writing

#### **Students will**

- 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 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

#### **Students will**

- 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.

## TWELFTH GRADE

### Reading

#### **Students will**

- read, independently, materials of increasing difficulty and length, including fiction and nonfiction (e.g., *Hamlet*, *Of Love and Shadows*).
- read, study, and respond, both in and out of class, to 12th grade core and supplemental literature. The themes 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, suffixes, and academic language to make meaning of college-level vocabulary.

### Writing

#### **Students will**

- 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.
- incorporate college-level vocabulary and sentence structure into 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 essays, local media).

### Listening and Speaking

#### **Students will**

- 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.



# 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.**

**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 Advanced Placement (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.

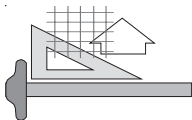


# SPEECH PROFICIENCY

The Elk Grove Unified School District has a speech proficiency graduation requirement. 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, organizing content, and using standard English.

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.



# MATH

## PRE-ALGEBRA I

### *Students will*

- read and write rational numbers in scientific notation.
- perform arithmetic operations on rational numbers (integers, fractions, and decimals).
- evaluate number expressions with positive exponents.
- convert numbers to and from fraction, decimal, and percent form.
- solve one-step and simple two-step linear equations.
- use the correct order of operations to evaluate number expressions.
- use algebraic terminology correctly.
- understand and use coordinate graphs to plot simple figures.
- use formulas to find perimeter and area of two dimensional figures.
- collect, organize, and represent data sets in various forms.
- identify and construct basic elements of geometric figures.
- use the Pythagorean theorem to find a missing side of a right triangle.
- understand and compute the minimum, maximum, lower quartile, median, and upper quartile of a data set.

## PRE-ALGEBRA II

### *Students will*

- compare and order rational numbers written in scientific notation.
- perform operations on monomials.
- evaluate number and algebraic expressions with positive and negative exponents.
- solve percent application problems including commission, markup, discount, percent increase and decrease, simple interest, and compound interest.
- solve multi-step equations and inequalities including word problems.
- use the correct order of operations to evaluate algebraic expressions.
- translate phrases and sentences into algebraic expressions.
- graph simple linear equations and become familiar with the concept of slope.
- graph linear and nonlinear equations.
- use formulas to find surface area and volume of three dimensional figures as well as perimeter and area of irregular two dimensional figures.
- represent a data set involving two numerical variables as a scatterplot.
- Identify elements of three dimensional geometric objects and describe how two objects are related in space.
- use the Pythagorean theorem to solve application problems.
- solve multi-step problems involving rate, speed, distance, and time.
- convert units of measure; use measures expressed as rates and scale drawings.

## ALGEBRA I

### *Students will*

- write and graph linear equations and inequalities.
- solve multistep linear equations and inequalities including application problems.
- use arithmetic properties and rules for exponents to simplify algebraic expressions.
- 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.
- apply basic factoring techniques to polynomials.
- know the concepts of parallel and perpendicular lines.
- solve equations and inequalities involving absolute value.

## GEOMETRY

### *Students will*

- perform basic constructions with geometric tools.
- construct and judge the validity of a logical argument and give counterexamples to disprove a statement.
- use the properties and theorems of triangles to prove congruence and similarity. Solve problems using these concepts.
- use the Pythagorean Theorem to find the missing sides and angles of a triangle.
- 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 polynomial expressions, and solve polynomial equations.
- 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 operations on rational expressions, and solve rational equations.
- convert equations of conic sections from general to standard form, and graph the corresponding circle, ellipse, parabola, or hyperbola.

## PRECALCULUS and TRIGONOMETRY

### *Students will*

- know the basic properties and graphs of the six trigonometric functions, and identify reference points on the unit circle.
- use trigonometry to solve a variety of application problems.
- prove trigonometric identities and solve trigonometric equations.
- 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.
- convert equations and points to and from rectangular and polar forms.
- work with conic sections both analytically and geometrically.
- perform basic operations with complex numbers in trigonometric form and rectangular form.

## **PROBABILITY and STATISTICS**

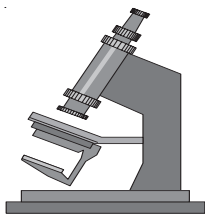
### *Students will*

- 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.
- know the definition of conditional probability and understand independent events.
- solve probability problems using the rules for addition, multiplication, and complementation.
- 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.



# SCIENCE

## SEVENTH GRADE

### *Students will*

- learn that all living organisms are composed of cells whose details are visible only through a microscope.
- understand that a typical cell of any organism contains genetic instructions that specify its traits. Those traits can be modified by environmental influences.
- know that genetic variation and environmental factors account for the diversity of species developed through gradual processes over many generations.
- understand how evidence from rocks allows us to understand how life on Earth has changed over time.
- learn how the structures in plants and animals are related to their function.
- understand how scientific progress is made by asking meaningful questions and conducting careful investigations. Students should develop their own questions and perform investigations.

## EIGHTH GRADE

### *Students will*

- know that when an object is in motion, its velocity is the rate of change of its position.
- know that unbalanced forces cause changes in velocity.
- understand that each of the more than 100 elements has distinct properties and a distinct atomic structure.
- learn that the structure and composition of the universe can be learned from studying stars and galaxies and their evolution.
- know that chemical reactions are processes in which atoms are rearranged into different combinations of molecules.
- understand that the systems in living things function according to the principles of chemistry.
- understand the organization of the Periodic Table is based on the properties of the elements and reflects the structure of atoms.
- understand all objects experience a buoyant force when immersed in a fluid.
- understand how scientific progress is made by asking meaningful questions and conducting careful investigations. Students should develop their own questions and perform investigations.

# GENERAL SCIENCE

## Earth Science

*Students will investigate the Earth's place in the universe by understanding*

- how astronomy and planetary exploration reveal the solar system's structure, scale, and change over time.
- how Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time.
- how plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface.
- how energy enters Earth's system primarily as solar radiation and eventually escapes as heat.
- how heating Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans producing winds and ocean currents.
- how life has changed Earth's atmosphere, and how changes in the atmosphere affect conditions for life.
- how geology of California underlies the state's wealth of natural resources as well as its natural hazards.
- that climate is the long-term average of a region's weather and depends on many factors.
- that each element on Earth moves among reservoirs which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles.
- how scientific progress is made by asking meaningful questions and conducting careful investigations. Students should develop their own questions and perform investigations.

## Physical Science

*Students will investigate the concepts of motion, energy, and matter by understanding*

- how the periodic table displays the elements in increasing atomic number and explains the physical and chemical properties of the elements.
- how ionic and covalent compounds are formed and how chemical equations represent their interactions.
- the properties of acids and bases.
- the properties of homogeneous and heterogeneous mixtures.
- Newton's Laws of Motion.
- how the laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.
- how waves have characteristic properties that do not depend on the type of wave.
- how scientific progress is made by asking meaningful questions and conducting careful investigations. Students should develop their own questions and perform investigations.

# BIOLOGY

## ***Students will understand***

- that fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells.
- that mutation and sexual reproduction lead to genetic variation in a population.
- that a multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
- that genes are a set of instructions, encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.
- that the genetic composition of cells can be altered by incorporation of exogenous DNA into cells.
- that stability in an ecosystem is a balance between competing effects.
- that the frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.
- that evolution is the result of genetic changes that occur in constantly changing environments.
- that as a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic), despite changes in the outside environment.
- that organisms have a variety of mechanisms to combat disease.
- how scientific progress is made by asking meaningful questions and conducting careful investigations. Students should develop their own questions and perform investigations.

# CHEMISTRY

## ***Students will understand***

- that the Periodic Table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure.
- that biological, chemical, and physical properties of matter result from the ability of atoms to form bonds based on electrostatic forces between electrons and protons and between atoms and molecules.
- that the conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants.
- that the Kinetic Molecular Theory describes the motion of atoms and molecules and explains the properties of gases.
- that acids, bases, and salts are three classes of compounds that form ions in water solutions.
- that solutions are homogenous mixtures of two or more substances.
- that energy is exchanged or transformed in all chemical reactions and physical changes of matter.
- that chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules.
- that chemical equilibrium is a dynamic process at the molecular level.

- that the bonding characteristics of carbon lead to many different molecules with varied sizes, shapes, and chemical properties, providing the biochemical basis of life.
- that nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and man-made isotopes, nuclear fission, and nuclear fusion.
- how scientific progress is made by asking meaningful questions and conducting careful investigations. Students should develop their own questions and perform investigations.

## PHYSICS

### *Students will understand*

- that Newton's Laws predict the motion of most objects.
- that the laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.
- that energy cannot be created or destroyed although in many processes energy is transferred to the environment as heat.
- that waves have characteristic properties that do not depend on the type of wave.
- that electric and magnetic phenomena are related and have many practical applications.
- how scientific progress is made by asking meaningful questions and conducting careful investigations. Students should develop their own questions and perform investigations.

## 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.
- understand how scientific progress is made by asking meaningful questions and conducting careful investigations. Students should develop their own questions and perform investigations.



# 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 by

- developing an understanding of the geography of the civilizations.
- identifying major contributions and achievements of the civilizations.
- studying basic belief systems, including religion, as they affect history.
- understanding how interactions of cultures influence future events.
- using and interpreting basic tools of social science (e.g., maps, graphs, timelines, etc.).
- identifying and learning 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 by

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

## 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 World War I.
- understand the world between wars and the rise of totalitarian governments.
- analyze the causes and consequences of World War II.
- analyze instances of nationalism in the contemporary world.

# 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.

- 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

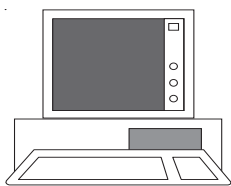
In Health Education, concepts are presented from a wellness perspective and are woven throughout nine content areas: **Personal Health, Consumer and Community Health, Injury Prevention and Safety, Alcohol, Tobacco, and other Drugs, Nutrition, Environmental Health, Individual Growth & Development, Communicable 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. Goals of this requirement are to have students possess skills in information literacy, multimedia presentation, the use and manipulation of data, and troubleshooting - skills necessary for the 21st century.

The students will be required to demonstrate competence in seven of the proficiencies listed below: Touch Typing, Database Management, Spreadsheets, Internet Literacy, Presentations, Publishing, Computer Literacy, and Word Processing.

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

## Basic Technology Proficiency Performance Indicators/Measures

- **Touch Typing:** The student will demonstrate traditional typing skills. Basic proficiency is 25 WPM using the home row. Proficiency will be determined by a three-minute timed test with no more than three errors.
- **Database Management:** The student will describe and demonstrate an understanding of creating and using databases including the use of data types, creating and modifying tables, creating and modifying forms, viewing and organizing information, and producing reports. Proficiency will be determined by creating a database with the appropriate number of records and fields, creating a query and sorting the database, and creating a report from a query.

- **Spreadsheets:** The student will describe and demonstrate the use of a spreadsheet, including working with cells and cell data, managing worksheets, formatting and printing worksheets, creating and revising formulas, formatting numbers, and working with ranges. Proficiency will be determined by creating, formatting, and printing a project-based spreadsheet that includes values, labels, and formulas.
- **Internet Literacy:** The student will demonstrate competence in internet terminology. Proficiency will be determined by 20 multiple-choice questions.
- **Presentations:** The student will complete a presentation demonstrating the insertion and modification of text, visual elements, formats, and the printing of presentations. Proficiency will be determined by creating a presentation according to specifications and the printing of a single page of handouts for the presentation.
- **Publishing:** The student will create a document demonstrating the insertion and modification of text and visual elements. Proficiency will be determined by creating a certificate including Clip Art/Word Art, tables, shapes, borders or border art, layering, and printing the document in landscape view.
- **Computer Literacy:** The student will demonstrate knowledge of file management, terminology, identification and usage of hardware/software, troubleshooting as well as an understanding of ergonomics, viruses, and ethical issues. Proficiency will be determined by 30 multiple-choice questions.
- **Word Processing:** The student will demonstrate competence working with paragraphs and tables while creating a formal report. Proficiency will be determined by creating a Modern Language Association (MLA) report with a table inside the report.

# CALIFORNIA HIGH SCHOOL EXIT EXAMINATION

*State of California Graduation Requirement*

*All students will be required to take and pass the California High School Exit Exam (CAHSEE) in order to graduate. Students will be eligible to take the exam for the first time during the spring of their sophomore year. Students have up to six opportunities to take and pass the CAHSEE in grades 10-12.*

## English Language Arts

*Areas Tested:*

### Reading

Word Analysis  
Reading Capacity  
Literary Response and Analysis

### Writing

Writing Conventions  
Writing Strategies

### Essay

## Mathematics

*Areas 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:

### *Students will demonstrate*

- the ability to perform, with reasonable accuracy, the computations of addition, subtraction, multiplication, and division using natural numbers, fractions, decimals, and integers.
- the ability to make and use measurements in both traditional and metric units.
- the ability to use mathematics effectively: 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.
- 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:

### *Students will demonstrate*

- 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

#### *Students will demonstrate*

- 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**

### ***Students will demonstrate***

- 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**

### ***Students will demonstrate***

- 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**

#### ***Students will demonstrate***

- the ability to distinguish between scientific evidence and personal opinion through 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.

## Fundamental Concepts

### ***Students will demonstrate***

- 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:

### ***Students will demonstrate***

- 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:

### ***Students will demonstrate***

- 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:

### ***Students will demonstrate***

- 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.

## TIPS FOR PARENTS

Research done on both a national and international level has shown that there are many things that parents/guardians can do at home to help children be successful learners and prepare them for college and the future. It is important to foster the quality of life-long learning in 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 during the school year--an average of 1 day out of every 10, his or her standardized test scores could drop 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 viewing and computer entertainment time.**

### **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.

## 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).

### General Homework Tips for Parents

- **Make sure your child has a quiet, well-lit place to do homework.**
- **Make sure the materials your child needs, such as paper, pencils, and a dictionary, are available.**
- **Help your child with time management.**
- **Be positive about homework.** *Tell your child how important school is. The attitude you express about homework will be the attitude your child acquires.*
- **When your child does homework, you do homework.** *Show your child that the skills they are learning are related to things you do as an adult. If your child is reading, you read too. If your child is doing math, balance your checkbook.*
- **When your child asks for help, provide guidance, not answers.**
- **When the teacher asks that you play a role in homework, do it.**
- **If homework is meant to be done by your child alone, stay away.** *Too much parent involvement can prevent homework from having some positive effects. Homework is a great way for kids to develop independent, lifelong learning skills.*
- **Stay informed.** *Talk with your child's teacher. Make sure you know the purpose of homework and what your child's class rules are.*
- **Help your child figure out what is hard homework and what is easy homework.** *Have your child do the hard work first. This will mean he/she will be most alert when facing the biggest challenges. Easy material will seem to go fast when fatigue begins to set in.*
- **Watch your child for signs of failure and frustration.** *Let your child take a short break if he/she is having trouble keeping her mind on an assignment.*
- **Reward progress in homework.**

*[U.S. Department of Education, Office of Intergovernmental and Interagency Affairs, Educational Partnerships and Family Involvement Unit, Homework Tips for Parents, Washington, D.C., 2003.]*



Unified School District

UNIFIED SCHOOL DISTRICT

### MIDDLE SCHOOLS

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

### PRINCIPAL

Ramona Nelson  
Peter Lambert  
Felicia Bessent  
William Del Bonta  
Dawnelle Maffei  
Cecil Duke  
Patrick McDougall  
Yuri Pernermon  
Sharon Barnes

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714-8181  
686-7728  
683-7670  
422-7590  
681-7525

### HIGH SCHOOLS

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

### PRINCIPAL

Dan Sofia  
Patrick McDougall  
Tom Martens  
Catherine Guy  
Mark Cerutti  
Charlotte Phinizy  
Doug Craig  
Derrick Garcia  
Doug Wendle  
Paula Duncan  
Keven MacDonald

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

### INDEPENDENT STUDY PROGRAM

Las Flores

Christy Moustris

422-5604