

# EIGHTH GRADE

## CONTENT STANDARDS FOR CALIFORNIA SCHOOLS

# Parent Resource Book

**Designed to Improve  
Student Performance  
through Communication  
and Partnership**

Adapted and Prepared by:

Tehama County Department of Education  
and the Eighteen School Districts of  
Tehama County, California

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Tehama County Department of Education (TCDE) is dedicated to supporting schools and districts as they work to improve student achievement and meet the needs of all learners. The Department provides services and resources to educators, parents, students, and the community. Please visit our website at [www.tehamaschools.org](http://www.tehamaschools.org) for a complete listing of Department offerings. The following programs offer resources that may be especially valuable for parents:

### **Early Childhood Education Programs**

TCDE Early Childhood Education Programs provide leadership and assistance to ensure quality experiences for children ages 0 to 5 years. The goal for these programs is to give young children the tools they need to enter school with a foundation of knowledge and skills that will allow them to be successful throughout their school experience.

Contact: Paula Brown-Almond, Programs Director (530) 528-7343

### **Student Support Services**

TCDE Student Support Services provide residents of Tehama County, health and human service agencies, and schools research, materials, and/or technical assistance in the areas of substance abuse and violence prevention, health education, school safety and crisis planning, as well as resiliency and youth development.

Contact: Amy Henderson, Programs Director (530)528-7357

### **Safe Education and Recreation for Rural Families - SERRF**

SERRF provides a safe, healthy, enriching environment for school children during the after school hours. Homework tutoring, academic enrichment, recreation, social skills development, and prevention activities are all a part of the SERRF Program.

Contact: Karla Stroman, Program Director (530) 528-7392

### **Special Programs**

TCDE provides a wide range of services for children and young adults with special needs. These specialized programs and services are operated at the request of the county school districts, but it is the Individualized Education Plan Team who makes decisions about the type of placement or services a student may be provided.

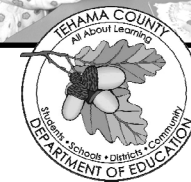
Contact: Heidi Schueller, Assistant Superintendent of Special Programs and Services (530) 528-7248

## Looking For More?

Visit the TCDE website for a wealth of additional information, website links, and other free educational resources...

**[www.tehamaschools.org](http://www.tehamaschools.org)**

- \* **Internet safety information** – teach your children safe browsing skills
- \* **Early childhood education** – programs & resources
- \* **After school activities** – SERRF program, school finder, sponsored events
- \* **Free educational resources** – links to homework help, educational games and other free resources to make learning fun and enriching
- \* **Information for parents** – school safety, emergency notifications
- \* **School performance information** – learn about the schools in Tehama County



## **Periodic Table**

### **Organization of the Periodic Table**

- Together, select a metal from the Periodic Table of the elements, drawing its atomic structure and listing its physical properties. Repeat this activity for a nonmetal and an inert gas.
- Together, look up the Periodic Table on the Internet and discuss information learned.

## **Density and Buoyancy**

### **All Objects Experience a Buoyant Force**

- When swimming, invite your child to fill his/her lungs with air and float. Next have your child exhale and observe the results.
- Encourage your child to develop an experiment where first he/she predicts if an object will float or sink, then tests the object.

## **Investigation and Experimentation**

### **Scientific Progress is made by Asking Meaningful Questions and Conducting Careful Investigations**

- Encourage your child to create a science fair project, making sure he/she includes the:
  1. Question ..... The question that they will answer
  2. Hypothesis ..... Their first answer to the question
  3. Materials Used..... Items for the experiment
  4. Results..... What really happened
  5. Conclusions ..... What was learned from the experiment.
- Encourage your child to select the appropriate tools to conduct his/her experiment.
- Encourage your child to make graphs/charts to display his/her data.

# **The Importance of Parent Involvement and Content Standards**

California Content Standards identify what students should know and be able to do at each grade level. They identify what is to be learned. There are standards for the four core academic areas of English Language Arts, Mathematics, History/Social Science, and Science. There are also standards for English Language Development, Physical Education, Health Education, Career Technical Education and the Visual and Performing Arts.

The standards for the four core academic areas are included in this resource booklet as it is important for parents to know what students are expected to learn so learning can be reinforced at home. We know from research that "students with involved parents are more likely to earn higher grades and test scores and enroll in higher-level programs, be promoted, pass their classes, earn credits, attend school regularly, have better social skills, and graduate and go on to postsecondary education."

Also included in this booklet are suggestions for setting up a home environment to optimize student learning and specific home activities in support of each of the four core areas of language arts, mathematics, history/social science, and science. We know that when parents talk to their children about school, expect them to do well, make sure that out-of-school activities are constructive, and help them plan for college, their children perform better in school.

Unleash the power of this booklet. Become familiar with the standards so you know what your child is expected to learn. Follow the five suggestions for setting up an environment to increase student learning. Engage in the suggested activities to support learning. Have fun learning together!

## Environment for Student Learning

**We encourage all parents to set up an environment to increase student learning:**

- 1. Strive to establish an encouraging family atmosphere by:**
  - Acknowledging and supporting your child's efforts.
  - Reinforcing positive behavior.
  - Providing opportunities for service to others.
- 2. Be involved in your child's education by:**
  - Providing help, resources, and encouragement.
  - Showing interest and supporting your child's work.
  - Upholding the school's expectations.
  - Supporting and participating in school service opportunities.
- 3. Set up an atmosphere conducive to learning by:**
  - Scheduling a regular, daily time where all family members are studying.
  - Making sure the house is quiet during this study time.
  - Establishing a location for completing homework that has appropriate lighting and supplies (e.g., paper, pencils, glue, crayons, resources).
  - Assigning a special place to keep school materials.
  - Reviewing the child's homework before it is handed in.
  - Establishing a consistent bedtime.
- 4. Strengthen communication with your child by:**
  - Spending quality time with your child.
  - Sharing resources from your community with your child (e.g., parks, libraries, special buildings).
  - Establishing and enforcing reasonable consequences for misbehavior.
- 5. Be involved in your child's school community by:**
  - Attending parent/teacher conferences.
  - Contacting your child's teacher when questions arise.
  - Spending time in your child's classroom.
  - Attending school functions.

## Forces

### **Unbalanced Forces cause Changes in Velocity**

- Together, play a game of pool, croquet, or marbles and talk about how the force provides motion and how this motion is passed to another object.
- Together, build a small ramp. Pull a light object up the ramp with a spring scale. Measure the force needed. Now repeat the activity with a heavier weight. Build a chart showing the weight of the object and the force needed to pull it up the ramp.

## Structure of Matter

### **Elements of Matter Have Distinct Properties**

- Together, talk about the concept that atoms are composed of protons, neutrons, and electrons. Next, look at a Periodic Table and discuss the information listed for some of the atoms.
- Using a white sheet of paper and three different colored Jelly Bellies, assist your child in building models of different atoms (e.g., Hydrogen has the number 1, meaning it has one electron and one neutron. Sodium has the number 11, meaning it has 11 electrons and 11 neutrons. The 2, 8, and 1 mean there are three rings of electrons with 2 electrons in the first ring, 8 in the second, and 1 in the third.).
- Together, use colored marshmallows and toothpicks to create a model of a sugar molecule ( $C_{12}H_{22}O_{11}$ ).

## Earth in the Solar System

### **Structure / Composition of the Universe can be Learned from Studying Stars and Galaxies**

- Together, go out at night, on a moonless night, and identify the Milky Way and different constellations using a star chart.

## Reactions

### **Chemical Reactions**

- Together, list different fluids around the house that are acidic or basic (alkaline) and record their physical properties, uses, and what safety procedures a person uses if the substances are ingested.

## Chemistry of Living Systems

### **Principles of Chemistry Underlie the Functioning of Biological Systems**

- Together, build a section of a DNA molecule, using something flexible so that the "ladder" can be twisted like the DNA's double helix.

- c. Know that the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced.
- d. Know how to predict whether an object will float or sink.

### **Investigation and Experimentation**

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

## **Home Activities for Science**

### **Focus on Physical Science**

#### **Motion**

#### **Velocity of an Object, the Rate of Change of its Position**

- While on a trip, encourage your child to keep a record of time and distance traveled then compute the average speed.
- While working around the house, invite your child talk about the position of different objects in relation to a referencepoint (e.g., The ball is a few feet from the N/W corner of the garage.).
- Together, build a short ramp for a toy car and let the toy car roll down the ramp. Using the concept of distance and time, determine the average speed for the car (e.g., Formula for finding speed is distance divided by time = speed. The time must be written as a decimal portion of an hour.).

## **State Standards for English Language Arts**

### **Reading**

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

- 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
- 1.2 Understand the most important points in the history of English word meanings.
- 1.3 Use word meanings within the appropriate context and show the ability to verify those meanings by definition, restatement, example, comparison, or contrast.

#### **2.0 Reading Comprehension**

- 2.1 Compare/contrast the features of consumer documents to gain meaning.
- 2.2 Analyze text that uses proposition and support patterns.
- 2.3 Find similarities and differences between texts in treatment, scope, or organization of ideas.
- 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas and conveys the underlying meaning.
- 2.5 Explain the use of a complex mechanical device by following technical directions.
- 2.6 Use information from consumer, work-place and public documents to explain a situation, decision, or to solve a problem.
- 2.7 Evaluate text for unity, coherence, logic, internal consistency, and structural patterns.

#### **3.0 Literary Response and Analysis**

- 3.1 Articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).
- 3.2 Evaluate the structural elements of the plot, the plot's development, and the way in which conflicts are resolved.
- 3.3 Compare/contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- 3.4 Analyze the relevance of the setting to the mood, tone, and meaning of the text.
- 3.5 Analyze recurring themes across traditional and contemporary works.

- 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style.
- 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

## **Writing**

### **1.0 Writing Strategies**

- 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear, well-supported conclusion.
- 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- 1.3 Support theses or conclusions with analogies, paraphrases, quotations, and opinions from authorities.
- 1.4 Plan and conduct multiple-step information searches using computer networks and modems.
- 1.5 Achieve an effective balance between researched information and original ideas.
- 1.6 Revise writing for word choice, appropriate organization, consistent point of view, and transitions between paragraphs.

### **2.0 Writing Applications**

- 2.1 Write biographies, autobiographies, short stories, or narratives.
- 2.2 Write responses to literature.
- 2.3 Write research reports.
- 2.4 Write persuasive compositions.
- 2.5 Write documents related to career development.
- 2.6 Write technical documents.

## **Written and Oral English Language Conventions**

### **1.0 Written and Oral English Language Conventions**

- 1.1 Use varied sentence types and sentence openings, presenting a lively and effective personal style.
- 1.2 Identify and use parallelism in all written discourse.
- 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.
- 1.4 Edit written manuscripts to ensure that correct grammar is used.
- 1.5 Use correct punctuation/capitalization.
- 1.6 Use correct spelling conventions.

matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.

- c. Know that chemical reactions usually liberate heat or absorb heat.
- d. Know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.
- e. Know how to determine whether a solution is acidic, basic, or neutral.

## **Chemistry of Living Systems**

### **6. Principles of chemistry underlie the functioning of biological systems.**

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

## **Periodic Table**

### **7. The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms.**

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

## **Density and Buoyancy**

### **8. All objects experience a buoyant force when immersed in a fluid.**

- a. Know that density is mass per unit volume.
- b. Know how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume.

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

#### **Earth in the Solar System**

##### **4. The structure and composition of the universe can be learned from studying stars and galaxies and their evolution.**

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

#### **Reactions**

##### **5. Chemical reactions are processes in which atoms are rearranged into different combinations of molecules.**

- Know that reactant atoms and molecules interact to form products with different chemical properties.
- Know that the idea of atoms explains the conservation of

#### **Listening and Speaking**

##### **1.0 Listening and Speaking Strategies**

- Analyze oral interpretations of literature and the effect on the listener.
- Paraphrase a speaker's purpose and point of view; asking relevant questions concerning content, delivery, and purpose.
- Organize information to achieve particular purposes and match to the audience and purpose.
- Prepare a speech outline based upon a chosen pattern of organization and including the elements of a good speech.
- Use precise language, action verbs, sensory details, appropriate, colorful modifiers, and the active voice to enliven oral presentations.
- Use appropriate grammar, word choice, enunciation, and pacing during formal presentations.
- Use audience feedback.
- Evaluate the credibility of a speaker.
- Interpret and evaluate the various ways in which visual image makers communicate information and affect impressions and opinions.

##### **2.0 Speaking Applications**

- Deliver narrative presentations.
- Deliver oral responses to literature.
- Deliver research presentations.
- Deliver persuasive presentations.
- Recite poems.

#### **Home Activities for Language Arts**

##### **Reading**

- Schedule a family reading time every night where everyone is reading books, magazines, newspapers, etc.
- Ensure your child has his/her own library card and go to the library as a family.
- Provide comfortable reading level and age appropriate materials.
- Subscribe to magazines of interest for different members of the family.
- Take the family to the library and book stores, both new and used books.
- Encourage your child to read nonfiction and informational materials.

## Reading Comprehension

- Read directions and perform the activity (e.g., building a model from directions, making a cake using a recipe).
- Read maps when planning a trip.
- Research and discuss current events using various media sources.
- Research and discuss current events with political/moral implications.

## Writing

- Invite your child to write about daily events in his/her journal.
- Invite your child to write personal correspondence.
- Invite your child to use technology to communicate to others.
- Invite your child to use a computer for writing, using the capabilities of the technology/software to enhance writing.
- Encourage your child to write practical items (e.g., grocery list, history of the family).

## Written and Oral English Language Conventions

- Invite your child to edit/correct errors found in the newspaper.
- Supervise your child editing letters they have written, looking for correct punctuation, capitalization, grammar, and sentence structure. Celebrate writing!

## Listening and Speaking

- Invite your child to read material aloud. Listen for voice inflections, seeing if the tone of the voice fits the theme being read.
- Invite your child to make a tape of a book by recording themselves as they read, then share this tape with someone who cannot read (e.g., older person in a rest home).
- Together listen to and explain the lyrics to a selection of music.

# State Standards for Science

## Focus on Physical Science

### Motion

- 1. The velocity of an object is the rate of change of its position.**
  - a. Know that position is defined in relation to some choice of a standard reference point and a set of reference directions.
  - b. Know that the average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary.
  - c. Know how to solve problems involving distance, time, and average speed.
  - d. Know that the velocity of an object must be described by specifying both the direction and the speed of the object.
  - e. Know that changes in velocity may be due to changes in speed, direction, or both.
  - f. Know how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.

### Forces

- 2. Unbalanced forces cause changes in velocity.**
  - a. Know that a force has both direction and magnitude.
  - b. Know when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
  - c. Know when the forces on an object are balanced, the motion of the object does not change.
  - d. Know how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
  - e. Know that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).
  - f. Know the greater the mass of an object, the more force is needed to achieve the same rate of change in motion.
  - g. Know the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.

### Structure of Matter

- 3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements.**

- As a family, make a list of the freedoms women have today that they did not have in the early 1800s (e.g., the right to buy and sell property, right to vote). For fun, spend a weekend living as close to the standards of the 1800s as possible, having the children, mother, and father each playing their role. Discuss how each person felt in his/her role.
- As a family, discuss the roles of a slave and roles of the land owner.
- As a family, spend the weekend with each person being a slave or a land owner. Discuss how each person felt. The next weekend, change roles and again discuss how each person felt.

### **Causes, Key Events, and Consequences of the Civil War**

- As a family, watch the movie "The Blue and the Gray." After the movie, talk about the Civil War and its effect on this country.
- If possible, visit a reenactment of the Civil War with your child and talk with the participants about this event in History.
- With your child, do an Internet search on the Civil War. Read letters written by soldiers to their families. Notice the difference in language.

### **Character and Consequences of Reconstruction**

- With your child, do an Internet search on the Reconstruction, looking for the different types of problems that occurred (e.g., plantation management without slaves).

### **Transformation of the American Economy and Social/Political Conditions in Response to the Industrial Revolution**

- Discuss, as a family, the American child labor practices during the Industrial Revolution. Talk about the types of job children were expected to do and the length of their work day.
- When watching the news, or reading the newspaper, find examples of modern day child labor abuse. Discuss this as a family (e.g., the children working in India on tapestry).

## **State Standards for Mathematics**

### **Algebra 1**

- 1.0 Identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable.
- 1.1 Use properties of numbers to demonstrate whether assertions are true or false.
- 2.0 Understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. Also understand and use the rules of exponents.
- 3.0 Solve equations and inequalities involving absolute values.
- 4.0 Simplify expressions before solving linear equations and inequalities in one variable, such as  $3(2x-5) + 4(x-2) = 12$ .
- 5.0 Solve multi-step problems, including word problems, that involve linear equations and linear inequalities in one variable and provide justification for each step.
- 6.0 Graph a linear equation and compute the x- and y-intercepts (e.g., graph  $2x + 6y = 4$ ). Also sketch the region defined by linear inequalities (e.g., they sketch the region defined by  $2x + 6y < 4$ ).
- 7.0 Verify that a point lies on a line, given an equation of the line and derive linear equations by using the point-slope formula.
- 8.0 Understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Also find the equation of a line perpendicular to a given line that passes through a given point.
- 9.0 Solve a system of two linear equations in two variables algebraically and interpret the answer graphically. Also solve a system of two linear inequalities in two variables and sketch the solution sets.
- 10.0 Add, subtract, multiply, and divide monomials and polynomials. Also solve multi-step problems, including word problems, by using these techniques.

- 11.0 Apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognize perfect squares of binomials.
- 12.0 Simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
- 13.0 Add, subtract, multiply, and divide rational expressions and functions. Also solve both computationally and conceptually challenging problems by using these techniques.
- 14.0 Solve a quadratic equation by factoring or completing the square.
- 15.0 Apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
- 16.0 Understand the concepts of a relation and a function, determining whether a given relation defines a function, and give pertinent information about given relations and functions.
- 17.0 Determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.
- 18.0 Determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.
- 19.0 Know the quadratic formula and be familiar with its proof by completing the square.
- 20.0 Use the quadratic formula to find the roots of a second-degree polynomial and solve quadratic equations.
- 21.0 Graph quadratic functions and know that their roots are the x-intercepts.
- 22.0 Use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.
- 23.0 Apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

### **Political Principles Underlying the U.S. Constitution**

- As a family, discuss one or two of the amendments in the “Bill of Rights” and their present day interpretations. (e.g., Discuss interpretations of the right to “Freedom of Speech” as it relates to music, movies and news.)
- As a family, talk about the separation of church and state. Discuss why this was important to the founding fathers, how this concept is interpreted today, and how this interpretation affects the school system.

### **The American Political System**

- As a family, listen to some political speeches, especially during election time, and discuss what the person is really saying (e.g., What promises can this person fulfill and which are impossible?).
- Discuss together the process for making laws in a democratic form of government. Practice this procedure when making family rules and regulations. Appoint family members the legislature, executive, and judicial branches of your family household government.

### **Aspirations and Ideals of the People of the New Nation**

- Watch a movie together, based on a book by James Fenimore Cooper or Washington Irving, showing the interpretation of daily life in early America. Discuss the life style then as compared with that of today.
- Visit a museum to see some of the art of early America. Discuss, with your child's reaction to this type of painting.
- Listen to early American folk music, listening for the story that is being told. Compare this with modern music, listening for story line and melody.

### **United States Foreign Policy in the Early Republic**

- As a family, discuss how Americans treated Indians during the Western Movement period. Discuss how Indians are treated today.
- As a family, discuss how our state/nation treats the Mexicans and the similarities and differences from the way the Americans treated the Indians.

### **Divergent Paths of the American People from 1800 to the mid-1800s**

- As a family, make a timeline of the different inventions from 1800 to 1900. Talk about how these inventions helped society.

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

### **Home Activities for History–Social Science**

#### **The Founding of the Nation and the Development of Democracy**

- As a family, discuss the Declaration of Independence, especially the phrase, “all men are created equal, that they are endowed by their creator with certain unalienable rights.” Talk about what this means in our present day society both for children and adults. Also talk about the interpretation of this document when it was written and the interpretation today.
- As a family, talk about how present day communication and transportation has changed the interpretation of the Declaration of Independence.

- 24.0 Use and know simple aspects of a logical argument including:
  - 24.1 Explain the difference between inductive and deductive reasoning and identify and provide examples of each.
  - 24.2 Identify the hypothesis and conclusion in logical deduction.
  - 24.3 Use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.
- 25.0 Use properties of the number system to judge the validity of results, justify each step of a procedure, and prove or disprove statements such as:
  - 25.1 Use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.
  - 25.2 Judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.
  - 25.3 Given a specific algebraic statement that involve linear, quadratic, or absolute value expressions, equations or inequalities, determine whether the statement is true sometimes, always, or never.

### **Home Activities for Mathematics**

#### **Algebra 1**

- Invite your child to create and solve problems using department store ads (e.g., Find three items that total \$50.00 including tax.).
- Encourage your child to solve multiple answer problems you have created (e.g., How many ways can you make a double dip ice cream cone given 5 flavors of ice cream? If 5 guests meet you at the door to your house and all six of you shake hands with each other. How many “handshakes” are there?).
- Encourage your child to calculate a payment plan for paying off a home mortgage, and the difference if you paid \$50.00 more per month.
- Encourage your child to calculate sale prices on various items found in catalogs, newspapers, etc.
- Encourage your child to calculate a payment plan for paying off an account (e.g., home mortgage, loan) and find the difference if the person paid \$50.00 more per month.

## **State Standards for History–Social Science**

### **United States History and Geography: Growth and Conflict**

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

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

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

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison,

3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

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

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

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

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.

4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

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

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

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

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

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

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

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

1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

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

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

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

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

7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

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

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

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

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).