

8th Grade

Report Card
Guide Now
Included



Redding School District

Sections:

1. **College and Career Readiness**
2. **English Language Arts Standards**
3. **Mathematics Standards**
4. **Next Generation Science Standards**
5. **Social Studies Standards**
6. **Report Card Guide**



*“Let us think of education as the means of
**Developing our
greatest abilities,**
because in each of us there is a private
Hope and Dream
which, fulfilled, can be translated into benefit for
everyone and greater strength for our nation.”*

*John F. Kennedy
35th President of the United States*



Section 1: College and Career Readiness



College and Career Readiness

The Keys to Being Prepared

The Definition:

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. Being college ready and being career ready are similar, but not necessarily the same. More and more jobs require some amount of post-high school training, and, in any event, all workers are going to need to be adaptive learners throughout their careers to cope with changes to their jobs and the way they work. Some notable differences finds College readiness meaning the ability to complete a wide range of topics and courses leading to a degree and Career readiness referring to a more specific course of study for a certificate or job attainment. Additionally, many of the attitudinal characteristics necessary for success in the workplace are also needed for College or Career studies.

LEARN Cognitive Strategies	KNOW Content Knowledge	APPLY Skills and Techniques	SEEK Transition Knowledge
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These are the ways of thinking for college level or productive career work.

Problem formulation

- Hypothesize
- Strategize

Research

- Identify
- Collect

Interpretation

- Analyze
- Evaluation

Communication

- Organize
- Construct

Precision & accuracy

- Monitor
- Confirm

Refers to the “big ideas” from core subjects that all students must know.

Structure of knowledge

- Key terms and terminology
- Factual information
- Linking ideas
- Organizing concepts

Attitudes Toward Learning

- Learning content is a challenge
- Content is valued
- Effort
 - Intelligence is changed through increased effort
 - Under the students control

Technical knowledge and skills

Self attitudes and habits necessary for success at college or career work.

Ownership of Learning

- Goal setting
- Grit/Perseverance
- Self-awareness
- Motivation
- Help seeking
- Progress monitoring
- Self-efficacy

Learning techniques

- Time management
- Test taking skills
- Note taking skills
- Memorization/recall
- Strategic reading
- Collaborative learning
- Technology proficiency

Information to successfully navigate to a college or career after high school.

Post High School awareness

- Ambitions
- Norms/culture

Postsecondary costs

- Tuition
- Financial aid

Admittance

- Eligibility
- Admissions
- Program

Career awareness

- Requirements
- Readiness

Role and Identity

- Role models

Self-advocacy

- Resource acquisition
- Institutional promotion



Eighth Grade - College and Career Readiness

The Keys to Being Prepared

How can I know that my child is on track during Eighth Grade?

LEARN Cognitive Strategies	KNOW Content Knowledge	APPLY Skills and Techniques	SEEK Transition Knowledge
<p>(Problem formulation) ⇒ Child hypothesizes and strategizes potential subject area solutions that will likely be effective to solve the problem.</p> <p>(Research) ⇒ Child systematically collects sources that address problems.</p>	<p>(Knowledge Building) ⇒ Child is meeting targeted Reading Standards by hitting RSD cut scores. ⇒ Child continues to move from novice to expert in content knowledge. Discusses content being learned.</p>	<p>(Ownership-Set Goals) ⇒ Child sets short and long-term goals that align to future hopes.</p> <p>(Ownership-Grit) ⇒ Persevere when faced with new, challenging, or unfamiliar tasks and assume responsibility.</p>	<p>(Post High School Awareness) ⇒ Child understands the terms: All words K-7, financial aide, tuition, general education, higher education, Ivy League, Scholarship ⇒ Child evaluates career goals with learned skills</p>
<p>(Interpretation) ⇒ Child selects and prioritizes resources that are of value to completing a task.</p>	<p>(Characteristic-Effort) ⇒ Child is having sustained effort in all work. ⇒ Child welcomes academic challenges rather than avoiding.</p>	<p>(Learning-Motivation) ⇒ Child will be self motivated and complete tasks even when it isn't interesting.</p>	<p>(Career Awareness) ⇒ Child is aware of their strengths & weaknesses academic qualifications and their career requirements.</p>
<p>(Communication) ⇒ Child will produce drafts that incorporate facts and is based on the task to be completed.</p>	<p>(Student-Learning) ⇒ Child understands that learning is flexible and can be changed through increased struggle.</p>	<p>(Progress Monitoring) ⇒ Child evaluates progress towards goals and career aspirations and adjusts as needed</p>	<p>(Matriculation) ⇒ Child visits State or private college ⇒ Child understands about college applications and timelines.</p>
<p>(Precision / Accuracy) ⇒ Child documents references properly and does precise work. ⇒ Child confirms accuracy of work produced.</p>	<p>(Student-Engagement) ⇒ Child recognizes successful students must engage to master what is taught.</p>	<p>(Learning Techniques) ⇒ Child Communicates and works well with others. ⇒ Child possess strategies/skills to take notes on and prioritize important information.</p>	<p>(Post High School Costs) ⇒ Child is aware of what scholarships are. ⇒ Child is aware of tuition costs based on different types of programs.</p>

Section 2: English Language Arts Standards

*“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go*

Dr. Seuss

English Language Arts



English-Language Arts-Highlights of the Common Core State Standards

The CCSS for English-language arts are divided into four strands: reading, writing, speaking and listening, and language. The standards are organized by grade level for kindergarten through grade eight and by grade span for high school.

For kindergarten through grade five, the reading standards include foundational skills that foster students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English language.

Standards for literacy in history/social studies, science, and technical subjects provide additional specificity about the application of reading and writing standards to subject area content.

At each grade level and grade span, the reading strand includes standards for both literature and informational text. Literature encompasses a broad range of cultures, periods, and genres (e.g., stories, folktales, fantasy, realistic fiction, drama, poetry). Informational texts include biographies and autobiographies; writings about history-social sciences, science, and the arts; technical texts; and digital sources.

The writing standards call for students to write for a variety of purposes and to use technology to produce and publish their writing. Students are expected to write in varied genres, building mastery in a range of skills and applications.

Vocabulary acquisition and practice are threaded throughout the four strands, reflecting current research on how students best learn new words. Both writing and collaborative conversations about grade level topics and text provide students opportunities to practice using new vocabulary.

Students learn to express ideas, work together, and listen carefully to integrate and evaluate information. Skills are not learned in isolation, but in connection with reading and analyzing grade-level texts and topics. Technology is used to gather and present information.

What differences will I see in my student’s assignments and how can I help? The new Common Core State Standards make several important changes to current standards. These changes are called shifts. Below you will see what these shifts change and what you can do to help your student at home.

English Language Arts

What’s Shifting?	What to Look for?	What Can You Do?
Your student will now read more non-fiction in each grade level.	Look for students to have more reading assignments based on real-life events, such as biographies, articles and historical stories.	Read non-fiction books with your children. Find ways to make reading fun and exciting around learning new things.
Reading more non-fiction texts will help your student learn about the world through reading.	Look for your student to bring home more fact-based books about the world. For instance, your 1st grader or Kindergartener might read Clyde Robert Bulla’s <i>A Tree is a Plant</i> . This book involves students in reading and learning about science.	Know which non-fiction books are grade-level appropriate and make sure your student has access to such books. Talk to your school or local librarian.
Your student will read challenging texts very closely , so they can make sense of what they read and draw their own conclusions.	Your students will have reading and writing assignments asking them to reread and/or rewrite a text multiple times for a variety of purposes. For example, your 2nd or 3rd grader might be asked to read aloud Faith D’Aluisio’s non-fiction book titled <i>What the World Eats</i> and retell facts based on multiple close readings.	Provide more challenging texts for your student to read. Show them how to dig deeper into these difficult pieces by rereading and wondering or questioning. Encourage them to talk with you about what they have read.
When it comes to writing or retelling a story, your student will use “evidence” gathered from the text to support what they say.	Look for written assignments asking your student to draw on concrete examples from the text that serve as evidence. “Evidence” is provided through examples from the book that are used to support a response or conclusion.	Ask your student to provide evidence or the “why” they think the way they do in everyday discussions and disagreements.
Your student will learn how to write from what they read.	Look for writing assignments that ask your student to create arguments in writing based on evidence from the text. For 4th and 5th graders, this might mean reading and writing about <i>The Kids Guide to Money</i> , a non-fictional book by Steve Ottenski.	Encourage writing at home. Write together using evidence and details.
Your student will increase their academic vocabulary.	Look for assignments that stretch your student’s vocabulary allowing them to see the “power” in language. For example all grades will be helping students use more formal sentence structures and content specific language when responding to questions during discussions.	Read often to your children and discuss the topic using the language presented in the text. Use math, science and other content rich language when talking about information.

Eighth Grade Knowledge Cut Scores

The Keys to Being Prepared

Reading	<i>Trimester 1</i> <i>Aug. 17 to Nov. 4</i>		<i>Trimester 2</i> <i>Nov. 7 to Feb. 28</i>		<i>Trimester 3</i> <i>Mar. 1 to June 2</i>	
	Quarter 1 <i>Aug. 17 to Oct. 14</i>	Quarter 2 <i>Oct. 19 to Jan. 13</i>	Quarter 3 <i>Jan. 17 to Mar. 24</i>	Quarter 4 <i>Mar. 27 to June 2</i>		
Reading Fluency	144 correct words per minute	151 correct words per minute	151 correct words per minute	160 correct words per minute		
Reading Accuracy	90 % of words read correctly	90 % of words read correctly	90 % of words read correctly	90 % of words read correctly		
Accelerated Reader (AR) Scaled Score	828 out of 1400	871 out of 1400	871 out of 1400	919 out of 1400		
AR Independent Reading Goals	100% of goal met	100% of goal met	100% of goal met	100% of goal met		
AR % of questions correct	85% or higher	85% or higher	85% or higher	85% or higher		
Classroom learning assessments	80% or higher	80% or higher	80% or higher	80% or higher		
Benchmarks	80% or higher	80% or higher	80% or higher	80% or higher		
Writing Prompts	Rubric Score 3	Rubric Score 3	Rubric Score 3	Rubric Score 4		

Grade 8 Overview | English Language Arts

Eighth grade students interact a great deal with literature and informational text. They use evidence from selections to analyze characters' points of view and how the author uses dialogue. Students cite textual evidence to support their analysis of text and identify how the structure contributes to the meaning and style of each text. In writing, students show relationships among experiences and events.

Reading

- Use evidence when drawing conclusions from the reading
- Determine a theme and its relationship to the characters, setting, and plot
- Analyze how dialogue affects the outcome of a text
- Identify how the structure contributes to the meaning and style of each text
- Analyze how the points of view of the characters and the reader create effects such as suspense or humor
- Determine an author's response to conflicting viewpoints
- Evaluate an author's premises or hypotheses by corroborating or challenging conclusions with other sources of information
- Read and understand grade-level literary and nonfiction texts

Writing

- Write arguments to support claims with clear reasons and relevant evidence
- Write informative texts that examine a topic and convey ideas
- Write narratives that show the relationships among experiences and events
- Conduct research projects and demonstrate an understanding of the subject under investigation
- Use technology to produce and publish writing and present relationships between information and ideas

Grade 8 Overview | English Language Arts

Speaking and Listening

- Participate in discussions, one-on-one and with a group
- Identify when irrelevant evidence is used in a speaker's claim
- Plan and present a narrative
- Use eye contact, appropriate volume, and clear pronunciation when presenting

Language

- Use correct grammar and language
- Use correct capitalization, punctuation, and spelling
- Use a variety of methods to determine the meaning of unknown words
- Interpret figures of speech
 - Verbal irony
 - Puns

College and Career Readiness Anchor Standards for Reading

The 6–8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading - for Literature

Key Ideas & Details

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft & Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6 on page 50 for additional expectations.)
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Analyze how a differences in the points of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge & Ideas

7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. **(Not applicable to literature)**
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

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

Reading - for Informational Text

Key Ideas & Details

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft & Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6 on page 50 for additional expectations.)
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 - a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge & Ideas

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The 6–8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards

Text Types & Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/ explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and point of view, and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Writing Standards

Production & Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build & Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
 - b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The 6-8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking & Listening

Comprehension & Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or research material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge & Ideas

4. Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen detail; use appropriate eye contact, adequate volume, and clear pronunciation.
 - a. Plan and present a narrative that : establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

College and Career Readiness Anchor Standards for Language

The 6-8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language—Conventions

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - b. Form and use verbs in the active and passive voice.
 - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - d. Recognize and correct inappropriate shifts in verb voice and mood.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - b. Use an ellipsis to indicate an omission.
 - c. Spell correctly.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Language—Vocabulary

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning of words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., verbal irony, puns) in context.
 - b. Use the relationship between particular words to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*.)
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

How you can help your young person at home with reading and writing.

Reading

- Encourage your child to read aloud to you.
- Read to and with your child regularly.
- Visit the library and/or bookstore with your child on a regular basis.
- Ask your child interesting questions after reading a story and talk about the characters, events, and ideas.
- Encourage your child to ask you questions about what was read.
- Encourage your child to read nonfiction, informational materials on many topics.
- Help your child gain access to reference materials (for example, a dictionary, an atlas, encyclopedias).
- Schedule a family reading time in which everyone is reading.
- Have your child read every night for 30 minutes.
- Share newspaper articles with your child and discuss the events.

Writing

- Encourage your child to keep a diary and/or a vacation journal.
- Have your child use a computer for writing, using various fonts, margins, spell-check, editing procedures, and graphics.
- Encourage your child to write thank-you notes, letters and e-mail messages.
- Encourage your child to provide interesting oral summaries of movies or television programs.
- Have family discussions about things you read together.
- Encourage your child to listen to the opinions of others.



Parent Toolkit: <http://www.parenttoolkit.com>



National PTA <http://www.pta.org>
Eighth Grade Booklet

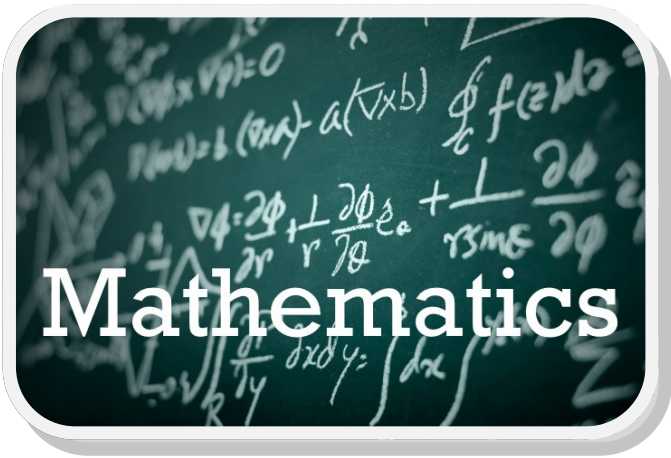


California PTA <http://capta.org/>

Section 3: Mathematics Standards

*“Pure **Mathematics** is,
in its way, the **Poetry**
of **logical** ideas”*

Albert Einstein



“If I had an hour to solve a problem. I’d spend 55 minutes thinking about the problem and 5 minutes thinking about solutions.”

Albert Einstein.

What differences will I see in my student's assignments and how can I help? The Common Core State Standards (CCSS) for mathematics connects two types of standards: one for mathematical practice [habits of mind to foster student mathematical thinking] and one for mathematical content [what students should know and be able to do at each particular grade level]. Developing students at the elementary and middle school levels will engage in a variety of mathematical activities as they grow in subject maturity and expertise.

Mathematics

What's Shifting?	What to Look for?	What Can You Do?
Your student will work more deeply in fewer topics , which will ensure full understanding, less if more!	Look for assignments that require students to show their work and explain how they arrived at an answer. Look for work asking students to make sense of problems and to persevere in solving them.	Know what concepts are important for your student based on their grade level and spend time working on those concepts. Ask your student to explain how they arrived at an answer.
Your student's learning will be a progression, building year after year.	Look for assignments that build on one another. For example, students will focus on adding, subtracting, multiplying and dividing before studying fractions. Each concept forms the foundation for increasingly complex mathematical thought and application.	Know what concepts are important for your student based on their grade level and spend time working on those concepts.
Your student will spend time practicing and memorizing math facts.	Students may have assignments focused on memorizing and mastering basic math facts which are important for success in more advanced mathematical problems.	Help your students know and memorize basic math facts. Play games and engage in activities that encourage mental math.
Your student will understand why the math works and be asked to talk about and prove their understanding.	Look for assignments requiring your student to reason abstractly and quantitatively, to construct viable arguments and critique the reasoning of others, and to model with mathematics and to utilize appropriate tools in problem solving. Students will explore more than one way to solve a problem.	Be aware of what concepts your student struggled with last year and support your student in those challenge areas moving forward. Encourage your student to share their mathematical thinking.
Your student will now be asked to use math in real-world situations.	Look for math assignments that are based on the real world. For instance, homework for 5th graders might include adding fractions as part of a dessert recipe or determining how much pizza friends ate based on fractions.	Provide time every day for your student to work on math at home. Ask your student to "do the math" that pops up in daily life. For example, determining the length, width, and depth of a garden plot to know how many bags of garden soil to buy.

Eighth Grade Knowledge Cut Scores

The Keys to Being Prepared

Math	<i>Trimester 1</i>	<i>Trimester 2</i>	<i>Trimester 3</i>	
	<i>Aug. 17 to Nov. 4</i>	<i>Nov. 7 to Feb. 28</i>	<i>Mar. 1 to June 2</i>	
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	<i>Aug. 17 to Oct. 14</i>	<i>Oct. 19 to Jan. 13</i>	<i>Jan. 17 to Mar. 24</i>	<i>Mar. 27 to June 2</i>
Classroom learning assessments	80% or higher	80% or higher	80% or higher	
Benchmarks	80% or higher	80% or higher	80% or higher	
Math Performance Task Based Scores	Rubric Score 3	Rubric Score 3	Rubric Score 4	



California Math Council for Families:

<http://cmc-math.org/temp/wp-content/uploads/2013/05/K%E2%80%939312Math@HomeEnglishBW.pdf>

Here you will find California Math Council (CMC)'s Math at Home booklets which provide brief, helpful information to parents and guardians including information about the Common Core and helping with math homework.

8 Grade 8 Overview

The Number System

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

Expressions and Equations

Work with radicals and integer exponents.

Understand the connection between proportional relationships, lines, and linear equations.

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

Functions

Define, evaluate, and compare functions.

Use functions to model relationships between quantities.

Geometry

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

Understand and apply the Pythagorean Theorem.

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

Statistics and Probability

Investigate patterns of association in bivariate data.

Grade 8 Overview | Mathematics

Eighth grade students deepen their understanding of rational and irrational numbers. Algebraically, students compute with radicals and exponents, solve linear equations and define, solve, compare, and graph functions. In geometry, seventh grade students understand and use the Pythagorean Theorem and solve problems involving volumes of cylinders, cones, and spheres.

Identify each number as rational or irrational:

$\sqrt{18}$	irrational, because 18 is not a perfect square
$\sqrt{64}$	rational, because 64 is a perfect square
$-\sqrt{47}$	irrational, because 47 is not a perfect square
135.6	rational, because it is a terminating decimal
0.2525...	rational, because it is a repeating decimal
0.120120012...	irrational, because it neither terminates nor repeats
π	irrational, because it cannot be represented as a/b , where a and b are integers

- Understand rational and irrational numbers
- Work with radicals and integer exponents
- For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.
- Understand the connection between proportional relationships, lines, and linear equations and be able to graph them
- Understand that the unit rate of a proportional relationship is the slope of the graph
- Use similar triangles to explain slope and understand $y = mx + b$
- Analyze and solve linear equations with one variable and pairs of simultaneous linear equations
- Define, solve, and compare functions
- Understand that a function is a rule and the ordered pairs are input and output
- Build and use functions to model relationships
- Understand congruence and similarity
- Understand, use, and apply the Pythagorean Theorem
- Investigate patterns of sets of data
- Construct and interpret scatter plots
- Solve problems involving volumes of cylinders, cones, and spheres
- Construct and interpret scatter plots

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe behaviors that all students will develop in the Common Core Standards. These practices rest on important “processes and proficiencies” including problem solving, reasoning and proof, communication, representation, and making connections. These practices will allow students to understand and apply mathematics with confidence.

1. Make sense of problems and persevere in solving them.
 - ◇ Find meaning in problems
 - ◇ Analyze, predict and plan solution pathways
 - ◇ Verify answers
 - ◇ Ask themselves the question: “Does this make sense?”
2. Reason abstractly and quantitatively.
 - ◇ Make sense of quantities and their relationships in problems
 - ◇ Create coherent representations of problems
3. Construct viable arguments and critique the reasoning of others.
 - ◇ Understand and use information to construct arguments
 - ◇ Make and explore the truth of conjectures
 - ◇ Justify conclusions and respond to arguments of others
4. Model with mathematics.
 - ◇ Apply mathematics to problems in everyday life
 - ◇ Identify quantities in a practical situation
 - ◇ Interpret results in the context of the situation and reflect on whether the results make sense
5. Use appropriate tools strategically.
 - ◇ Consider the available tools when solving problems
 - ◇ Are familiar with tools appropriate for their grade or course (pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer programs, digital content located on a website, and other technological tools)
6. Be precise.
 - ◇ Communicate precisely to others
 - ◇ Use clear definitions, state the meaning of symbols and are careful about specifying units of measure and labeling axes
 - ◇ Calculate accurately and efficiently
7. Look for and make use of structure.
 - ◇ Discern patterns and structures
 - ◇ Can step back for an overview and shift perspective
 - ◇ See complicated things as single objects or as being composed of several objects
8. Look for and identify ways to create shortcuts when doing problems.
 - ◇ When calculations are repeated, look for general methods, patterns and shortcuts
 - ◇ Be able to evaluate whether an answer makes sense

The Number System

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

1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

Expressions and Equations

Work with radicals and integer exponents.

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.
2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.
4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Expressions and Equations

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

5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .

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

7. Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
8. Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6. c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

Functions

Define, evaluate, and compare functions.

1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.¹
2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.
3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1,1)$, $(2,4)$ and $(3,9)$, which are not on a straight line.

Use functions to model relationships between quantities.

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Geometry

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

1. Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.
2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

Understand and apply the Pythagorean Theorem.

6. Explain a proof of the Pythagorean Theorem and its converse.
7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

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

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

Statistics and Probability

Investigate patterns of association in bivariate data.

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

CCSS Domains

The CCSS are organized by domains. The table lists the domains for grades sixth through grade eight. (an “X” indicates the domain addressed at a grade level). The shaded rows indicate domains that were covered at earlier grades.

Domains	Sixth Grade	Seventh Grade	Eighth Grade			
Counting and Cardinality (CC)						
Operations and Algebraic Thinking (OA)						
Number and Operations in Base Ten (NBT)						
Measurement and Data (MD)						
Geometry (G)	X	X	X			
Number and Operations – Fractions (NF)						
Ratios and Proportional Relationships (RP)	X	X				
The Number System (NS)	X	X	X			
Expressions and Equations (EE)	X	X	X			
Statistics and Probability (SP)	X	X	X			
Functions (F)			X			

Middle School Parent Handbook Grade 6-8

[http://www.scoecurriculum.net/documents/](http://www.scoecurriculum.net/documents/CCSSM_Parent_Handbook_MS.pdf)

[CCSSM_Parent_Handbook_MS.pdf](http://www.scoecurriculum.net/documents/CCSSM_Parent_Handbook_MS.pdf)

Middle School Parent Handbook is put out by the State of California to give parents the background and examples behind state standards instruction in the middle school math classroom.

“If I had an hour to solve a problem. I’d spend 55 minutes thinking about the problem and 5 minutes thinking about solutions.”

Albert Einstein.



How you can help your 8th grader at home with math.

“A parent or caregivers involvement in a child’s education is the single most important factor in that child’s academic success.”

Times have changed since you were in school. That is a good and a bad thing. In the 8th grade math classroom today, problem solving is the goal. It may have been many years since you took these concepts (if you ever did). Stay aware of course requirements. Pathways to higher education depend on them.

Many parents had an unfortunate time in their own math training. Don’t communicate these bad experiences to your adolescent. It doesn’t matter if you got A’s or D’s, what matters is what they earn. Let them know, at every turn, that you care and it matters.

You need to expect the best from your child. Set your expectations high, keep them realistic. Let them know that academic success is important and support them in this goal. Provide them with a private and quiet place to do homework. Be sure they have the mathematical tools they need: pencils, a calculator, ruler, protractor, compass, graph paper, colored pencils, and an eraser.

If you are a mother or female caregiver, it is especially important you do math with your daughter, don’t leave it all to Dad. She needs to see that you value math, think it is important, and put it to good use. It may not be homework, it may be the family budget, but include her and enjoy her participation.

If you haven’t yet opened a savings account, this is the time to do it. Encourage them to earn and save. Watch their account grow as they make deposits and earn interest.

This is also a good time to include your child in helping plan the family vacation. Get out those maps and have them tell you how much gas (and money) you’ll need to get from here to there and back again.

Finally, send your child to school well rested, having had a healthy breakfast, knowing that you support their learning and expect them to take it seriously.

Grade Eight Integrated Storyline

The processes that change Earth’s systems at different spatial scales today also caused changes in the past.

Life Science	Earth & Space Sciences	Physical Science	Engineering, Technology, and applications to Science
<i>Evolution explains life’s unity and diversity.</i>			
<p>Mutations in genes affect organisms’ structures and functions.</p> <p>Evidence from fossils, anatomy, and embryos support the theory of biological evolution.</p> <p>Natural selection is the main mechanism that leads to evolution of species that are adapted to their environment.</p>	<p>The geologic time scale organizes Earth’s 4.6 billion year history based on evidence from rock layers.</p>	<p>Chemical reactions make new substances.</p> <p>Mass is conserved in physical changes and chemical reactions.</p>	
<i>Human activities help sustain biodiversity and ecosystem services in a changing world.</i>			
<p>Changes to environments can affect probabilities of survival and reproduction of individual organisms, which can result in significant changes to populations and species.</p>	<p>Annual cycles in the amount of sunlight absorbed cause Earth’s seasons.</p> <p>Increases in human population and per-capita consumption impact Earth’s systems.</p>	<p>Waves are reflected, absorbed, or transmitted through various materials.</p> <p>Wave-based digital technologies provide very reliable ways to encode and transmit information.</p>	<p>Design criteria</p> <p>Evaluate solutions</p>

Life Science	Earth & Space Sciences	Physical Science	Engineering, Technology, and applications to Science
<i>Objects move and collide.</i>			
	The fossil record documents the existence, diversity, extinction, and change of life forms throughout Earth's history.	Newton's Laws explain the forces and motions of objects on Earth and in space. Velocity and mass determine the results of collisions between objects.	Design Criteria Evaluate Solutions Analyze data Iteratively test and modify
<i>Noncontact forces influence phenomena locally and in the solar system</i>			
	Models explain lunar phases and eclipses of the Sun and Moon. Gravity plays the major role in determining motions with the solar system and galaxies.	Gravitational and electromagnetic fields are the basis of non-contact forces. Changing the arrangement of objects in a system affects the potential energy stored in that system.	



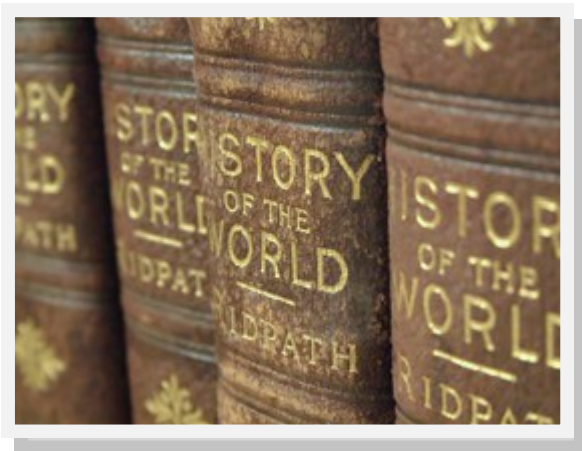
Section 5: History Social Science Standards

“The more you know about the past, the better prepared you are for the future.”

Theodore Roosevelt

“Observe good faith and justice toward all nations. Cultivate peace and harmony with all.”

George Washington



United States History and Geography: Growth and Conflict

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

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, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

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

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

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

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

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

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced 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).
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

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

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

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

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun

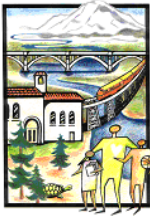
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.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

8.11 Students analyze the character and lasting consequences of Reconstruction.

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

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

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



**REDDING ELEMENTARY
SCHOOL DISTRICT**

STANDARDS-BASED

REPORT CARD

**EIGHTH GRADE
PARENT GUIDE**



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A message from the Redding School District

The Redding Elementary School District will use a new standards-based report card for all elementary school students. This is an exciting step toward making sure all students are successful at meeting grade level standards.



Educators are expected to teach to the standards outlined in the California State Curriculum Frameworks and to assess student learning along the way using a variety of assessments. The standards-based report card gives us a tool to accurately communicate to parents and guardians the progress their child is making on learning the district-identified Essential Standards for each grade level, as outlined within this handbook. These Essential Standards were identified by district teachers as the foundational standards that students need to master in order to be successful in the next grade level. The new report card reports that the student has reached understanding of these standards at the four following levels.

- **Standard Exceeded** – meaning that the student is consistently using the skill or concept but can also use the skill or concept for a higher level problem solving activity.
- **Standard Met** – meaning that the student has met the standards and is consistently demonstrating the skill;
- **Standard Nearly Met** – meaning the student is nearly meeting the standards and inconsistently demonstrates the skill;
- **Standard Not Met** – meaning that the student is not demonstrating a clear understanding of the standards and is not meeting standards. The report card will be issued three times a year and provide information on student progress and proficiency in core subject areas.

The standards-based report card is helpful in several ways. First, it helps make sure there is more consistency of expectations from teacher to teacher. It helps teachers and students focus on the standards from the very beginning of the school year, giving students the essential targets for their learning. Finally, it gives parents information on how their student is doing based on the standards.

This guide is meant to provide information about the report card itself, and a description of the analysis process for determining proficiency. Each grade level report card includes the Essential Standards in Mathematics and Language Arts for that grade level.

I trust that you will find the new standards-based report card a useful tool. Please don't hesitate to contact the student services office at (530) 225-0011 should you have any questions.

Sincerely,
Robert Adams

Assistant Superintendent of Educational Services

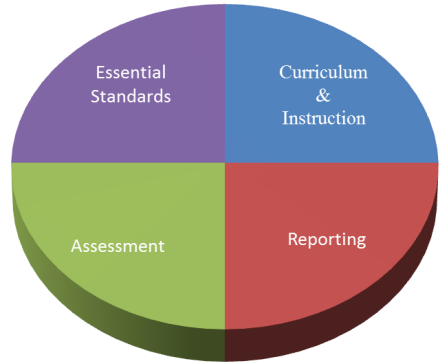
Components of a Standards-Based System

Here are the four components of our standards-based system.

Standards: are outlined by the California Department of Education. The Redding School District has outlined those Essential Standards that describe what a student should know and be able to do at a given grade level. (see standards as outlined within this booklet)

Curriculum: is then aligned with those essential standards as a roadmap for a teacher to use to ensure that instruction targets these standards.

Assessments: are used to measure learning and the extent to which a student has met or is progressing towards the standards both during the reporting period and at the end.



Reporting tools consist in two varieties. Teachers keep students and parents' informed about progress towards specific learning targets so students can adjust during the reporting period. Second the standards-based report card completes our reporting system so at critical junctures in the academic year students get a more formal picture of progress.

Students with Special Needs and the Standards-Based Report Card

For students with special needs, the Individualized Education Plan (IEP) progress report informs parents about their child's progress toward their IEP goals and is included with every report card. The classroom teacher will mark – M Progressing w/Modified Curriculum in the slot that the IEP report is showing progress for.

Format of the Standards-Based Report Card

The format of the report card is such that there are several areas to help you know how your child is progressing towards grade level proficiency.

- The English Language Arts—Reading section gives you a clear picture of how your child is doing on key learning targets within the standards clusters. There are three sections to consider; Reading Literature, Reading Informational Text, and Speaking and Listening.
- The English Language Arts—Writing section helps you know the progress of your child's understanding of the three purposes of writing that we are monitoring; Narrative (story, poem, fable, novel, play, etc); Informational or Explanatory (explaining a process, detailing components, providing knowledge about a topic, etc.); and Opinion or Argumentative (critique, persuasion, scholarly evidence, etc.)
- The Language Conventions (punctuation and grammar) sections help us to determine how your child is doing in writing procedurally.
- Mathematics offers you a look at how your child is doing on learning targets within the different clusters of standards. They are organized with clusters then standards of learning.
- Social Studies and Science do not have specific content standards at this time. However, several Core literacy standards do apply directly to these subjects. While learning these content standards students are expected to incorporate their reading, writing, listening, and speaking skills to help them be successful in Social Studies and Science.
- Physical Education and Visual & Performing Arts are also measured for understandings within these content areas.
- Technology Success is imperative for today's learner. We are monitoring a few key skills at each grade level to make sure students are getting exposed and learning these skills.
- Successful Learning Behaviors have been found to be one of the key factors to future success in college and career. We are tracking and teaching those that have been shown to be the most important for this future success.



Achievement Grades:
Proficiency measured using these indicators.

Successful learning Behaviors/Effort:
Proficiency measured using these indicators.

LANGUAGE ARTS, MATHEMATICS:
Proficiency levels are reported using these marks

**Redding School District
REPORT TO PARENTS - EIGHTH GRADE**

Student: _____ School: _____ Year: **2015-2016**
 Teacher: _____ Principal: _____ Grade: **8**
 Stu #: _____ 11/09/2015 - 02/29/2016

EXPLANATION OF MARKS		
Achievement	Effort	Progress Toward Standard
A 90%-100%	O Outstanding	4 Standard Exceeded
B 80%-89%	S Satisfactory	3 Standard Met
C 70%-79%	P Progressing	2 Standard Nearly Met
D 60%-69%	N Not Yet	1 Standard Not Met
F 0%-59%		M Progressing w/Modified Curriculum
NM No Mark		NT Not Tested

Parent Information	1st	2nd	3rd
Promotion in Question			
Please Call for a Conference			
Attendance affecting performance			

Support Services	1st	2nd	3rd
Speech			
RSP			
EL			
SDC			

Reporting Period	1	2	3
English Language Arts - Reading			
Achievement			
Effort			
Reading Literature			
(RL 1) Key Ideas & Details			
(RL 2) Craft & Structure			
(RL 3) Integration of Knowledge & Ideas			
(RL 4) Range & Level of Text Complexity			
Reading Informational Text			
(RI 1) Key Ideas & Details			
(RI 2) Craft & Structure			
(RI 3) Integration of Knowledge & Ideas			
(RI 4) Range of Reading & Level of Text Complexity			
Speaking & Listening			
(SL 1) Comprehension & Collaboration			
(SL 2) Presentation of Knowledge & Ideas			
Language			
(L 1) Conventions of Standard English			
(L 2) Knowledge of Language			
(L 3) Vocabulary Acquisition & Use			

Reporting Period	1	2	3
English Language Arts - Writing			
Achievement			
Effort			
Narrative Writing			
Write a narrative to develop real/imagined experiences/events using relevant descriptive details, a well-structured sequence of events, dialogue, & a well developed conclusion.			
Explanatory Writing			
Write text to examine a topic, include career development documents, convey ideas & information clearly. Introduce a topic/thesis, develop the topic w/information & examples, use transitions, establish & maintain formal style & provide a conclusion			
Argumentative Writing			
Write arguments w/clear reasons, relevant evidence, & credible sources. Acknowledge counterarguments. Provide & maintain a formal style & provide a concluding statement.			

Reporting Period	1	2	3
Mathematics			
Achievement			
Effort			
Number Systems			
(NS 1) Identify rational & irrational numbers & convert between decimal, fraction and mixed numbers			
(NS 2) Use positive & negative square roots and cube roots to estimate the value of an expression			
Expressions & Equations			
(EE 1) Apply the properties of integer exponents			
(EE 2) Use square root & cube root symbols to represent solutions to equations			
(EE 3) Convert & compare numbers in standard/scientific notation			
(EE 4) Multiply and divide numbers written in scientific notation			
(EE 5) Graph proportional relationships & interpret the unit rate as the slope of the graph			
(EE 6) Understand & apply the Phthagorean Theorem & converse			
(EE 7) Solve linear equations with one variable			
(EE 8) Analyze and solve pairs of simultaneous linear equations			
Functions			
(F 1) Explain how to graph a function from its inputs & outputs			
(F 2) Compare the properties of two different functions			
(F 3) Identify function equations as linear or non linear			
Geometry			
(G 1) Identify the properties of rotations, reflections & translations			
(G 2) Identify congruent figures through rotation, reflections or translation			
(G 3) Describe the effect of reflections on two dimensional figures			
(G 4) Identify similar figures & dilations			
(G 9) Find the volume of cylinders, cones, spheres, and other solids			
Statistics & Probability			
(SP 1) Construct & interpret outliers, positive, negative, line of best fit			
(SP 2) Explain how straight lines are used to model relationships between two variables			
(SP 3) Identify Y intercept & interpret slope in a linear equation			

MATHEMATICS: Student achievement is reported by clearly stated essential standards for Mathematics.

Successful learning behaviors use Effort marks.

Attendance information is reported in this area, including the number of days tardy and absent. Teacher will indicate whether absenteeism has affected learning on front page.

Student:

Teacher:

Reporting Period 1 2 3

(SP 4) Understand & identify patterns of association in bivariate categorical data

Science	Achievement				
	Effort				
Social Studies	Achievement				
	Effort				
Physical Education/Health	Achievement				
	Effort				
Visual & Performing Arts / Electives	Achievement				
	Effort				

ATTENDANCE			
Days Enrolled			
Days Absent			
Days Tardy			

TEACHER COMMENTS

1st Trimester:

2nd Trimester:

3rd Trimester:

Teacher Signature: _____

Successful Learning Behaviors

Ownership of Learning

SELF-MOTIVATED: Works independently; uses time wisely; monitors own progress.			
SELF-ADVOCATE: Asks for help when needed; accepts feedback; perseveres through failure			
ACADEMICALLY RESPONSIBLE: Participates thoughtfully; produces quality work.			
HOMEWORK: Completes homework on time.			

Learning Techniques

RESPECTFUL: Respects others needs and rights; follows school rules and procedures.			
SOCIALLY RESPONSIBLE: Resolves conflicts; takes responsibility for actions; works cooperatively with others.			
SELF DISCIPLINED: Listens without interruption; exhibits impulse control and self-regulation.			

Technology

Develop databases, spreadsheets & tables to manage information as part of a report			
Produce a 3 page document in one sitting			

Rev 6.9.16

These sections will contain teacher comments about the individual student.

A Body of Evidence for Reporting: Language Arts, Mathematics, History/Social Studies and Science

The following lists indicate what evidence a teacher will collect in preparation for using the standards-based report card. While it is not required to collect every piece listed below for every student, these pieces of evidence will create a well-rounded picture of your student's progress towards meeting grade-level standards.

Language Arts:

- Screening/Diagnostic/Benchmark:
 - ◊ CBM Curriculum Based Measurements Fluency
 - ◊ Accelerated Reader STAR Assessments
 - ◊ iReady Diagnostic
 - ◊ Anecdotal records
 - ◊ end of unit assessments
- Writing samples - prompts
- Other teacher created assessments



Mathematics:

- Benchmark/Diagnostic:
 - ◊ District Assessments
 - ◊ End of unit assessments
 - ◊ Quick checks
 - ◊ Performance Tasks
 - ◊ Teacher-created essential standards assessments

History/Social Studies and Science:

- Student response to teacher made prompts or questions (Responses can be in written form, drawings and diagrams, teacher scripting or recording sheets provided in the curriculum.)
- Work from in-class investigations/projects
- End of unit benchmark assessments

The Reading Success Indicators:

Reading Fluency Rate – Fluency is the ability to read text quickly, accurately, and with proper expression. Expressing language features include appropriate phrasing, intonation, and rhythm. Text fluency progresses in stages after a student is automatically able to recognize letter names, sounds, and words. Scientific-based research reviews (Chard, Vaughn, & Tyler, 2002; Kuhn & Stahl, 2000; National Institute of Child Health and Human Development, 2000) have established that reading fluency is a *critical component* of learning to read and that an effective reading program needs to include instruction in fluency. We measure fluency to make sure students are reaching suggested baseline marks that are recommended by this research.



Reading Accuracy Rate – Fluent readers decode words accurately and automatically, without (or with minimal) use of their attention towards decoding. Research indicates that students need to be able to read accurately above 90% of the words they run across in order to be able to comprehend well

AR STAR Scaled Score – (**1st graders must know 80-90 sight words to take measurement**) The most important score that STAR reports is the scaled score. This score is used like a ruler, ranging from 0 to 1400. A student's scaled score is the raw score the student attained based upon the difficulty of questions the student was given and whether or not they answered those questions correctly. The harder the test question, the larger the number on the scale can be achieved. The Redding School District benchmark numbers are set at the 42nd percentile of what is typically normal for students at that grade during that time of the year tested. This correlates fairly well with their projected ability to pass the state test or to be on track to pass.

AR Independent Reading – Reading is a skill and, as with every skill, it requires not just instruction but practice. Practice does not automatically lead to growth, however. To be effective, practice must have certain attributes; it must be at the right level of difficulty, cover a sufficient amount of time, be guided by the instructor, and be enjoyable enough to sustain. We report two scores that should help us determine how practice is going with your child

% of Goal Met – We set personalized goals with students based on the amount of time available in the classroom to read and the student reading level. We can track the amount of practice based on points.

% questions correct – There is a flood of research about the critical role that reading practice plays in building reading skills and preparing them for college. **But a more critical point** is about how well they practice. If they do not comprehend what they are reading, then their practice is not serving them at the highest level. We use this data to guide students with book choice and comprehension strategies.

The Successful Learning Behaviors:



Successful Learning Behaviors:

Research indicates that although specific content for post-secondary success varies by field of study, institution, and certificate or degree program, both college and career share many important elements of readiness. These include skills all students need to be ready for a variety of post-secondary learning environments, such as study skills, time management skills, persistence, and ownership of learning. Additionally, students need to have a range of cognitive strategies to help them tackle complex tasks and apply content knowledge in novel and non-routine ways. The goal is for high school graduates to be both college ready and career ready, enabling them to pursue a range of opportunities.

- **Goal Setting** – Identify short and long term goals that align with aspirations as well as strengths and weaknesses; identify the steps necessary to attain goals; and make timely progress toward goals.
- **Progress Monitoring** – Continually evaluate progress toward goals and the alignment between aspirations, qualifications, and evolving skills and interests.
- **Help Seeking** – Become familiar with personal resources available in the current environment, be aware of progress on current tasks enough to know when help is needed, and appropriately utilize resources to receive the help needed.
- **Perseverance** – Persevere when faced with new, challenging, or unfamiliar tasks; assume responsibility for completing tasks as assigned.
- **Motivation** – Self-motivate to find value in naturally uninteresting tasks, expend the effort necessary to remain engaged and motivated to complete tasks.
- **Accepts Failures** – Be confident in one’s ability to complete increasingly challenging and complex academic and career tasks; be able to build on past experiences, failures and triumphs to maximize future successes. Learning and intelligence are malleable and can be changed through increased effort and struggle. Effort is under one’s own control and applied more easily when motivation is high. Learning from one’s past mistakes is the effort that makes those changes most possible.
- **Time Management** – Apply skills and strategies necessary to prioritize, plan, and sufficiently focus one’s attention to get expected tasks completed on time.
- **Collaborative Learning** – Develop the skills and strategies necessary to communicate and work collaboratively with diverse groups to meet specific objectives.
- **Study Skills** – Processes that allow one to have all the necessary information at hand in order to prepare for content being learned. Note taking from texts, lectures, meetings, and task directions. Memorization of key facts, terms or processes. Proficiency with technology tools that can help them learn at the highest level possible.

