KINDERGARTEN CONTENT STANDARDS

Parent Handbook

_____ School

Diocese of Sacramento

Content Standards for

Kindergarten

Why Content Standards?

With the adoption of content standards, California is stating–explicitly–the content that students need to acquire at each grade level from Kindergarten through grade twelve. With student mastery of this content, schools will be equal to those in the best educational systems in other states and nations.

How to Improve Student Performance?

Strong performance on standardized tests is an increasingly important part of life for all students. Access to higher education, most specialized employment licenses, and many public and private occupational opportunities depend on acceptable performance of one form or another on standardized tests.

The goal is to focus instruction on Standards, coordinate instruction between classrooms, and use common student assessments. These must emphasize both the content and assessment format students may face in the future in order to significantly increase student learning and student achievement on formal and informal assessments.

Goals for your Child's Education

Research has proven that student learning and overall productivity increases with the implementation of a Standards-based educational system. Standards define the curriculum for each grade level, a curriculum that is coordinated from grade level to grade level and one that identifies the level of instruction appropriate for each grade. As teachers and parents understand the curriculum expectations at a specific grade level, they can provide the type of learning experiences that will allow the student successful achievement in all Standards.

How to Use this Parent Handbook

Use this handbook as a guide to your child's education in Kindergarten by:

- Reading the Standards your child should learn during the year.
- Helping your child learn the different Standards by doing the suggested Home Activities and providing instruction when your child is having trouble with his/her homework.
- Tracking your child's progress during the year using the "Student Progress Chart" found in this document.
- Taking this Handbook to your child's parent/teacher conference. At this time, compare the teacher's Student Progress Chart with your own chart, and discuss the Standards that the child needs to master.

Parent Handbook Components

This document contains:

- Kindergarten Standards for Religion, Language Arts, Mathematics, History–Social Science and Science
- Home Atmosphere Suggestions for improved student performance
- Home Activities for Language Arts, Mathematics, History–Social Science and Science
- Student Tracking Forms to show student progress throughout the year

RELIGION STANDARDS
Kindergarten

THEME:

The celebration of each person as a special gift from God.

OBJECTIVES:

A. God is the creator of all things.
B. We celebrate and enjoy God's creation.
C. Through experience, we learn about ourselves and the world.
D. We are members of God's family.

1.0 MESSAGE: God is our Creator.

1.1 God

1.1.1 To experience that the wonders of the world are gifts from a loving God.
1.1.2 To hear that God is a loving parent.
1.1.3 To learn that God is the Creator of all that is good.
1.1.4 To know that God loves us and cares for us.
1.1.5 To find out who Jesus is and why he lived on Earth.
1.1.6 To hear that Jesus is our Brother.
1.1.7 To begin to learn about the birth of Jesus.
1.1.8 To begin to learn that Jesus rose from the dead.
1.1.9 To hear that Jesus teaches us to love.

1.2 Scripture

1.2.1 To experience the Bible as stories of God's people.

1.3 Doctrine

1.3.1 To begin to learn that Jesus is the Son of God.
1.3.2 To begin to learn that Mary is the Mother of Jesus.

2.0 WORSHIP: We show our love for God in many ways.

2.1 Sacraments

2.1.1 To learn that we become members of God's special family, the Church, through Baptism.
2.1.2 To begin to learn about the special meal Jesus shared at the Last Supper.
2.1.3 To experience reconciliation by learning to say "I'm sorry".

2.2 Prayer

2.2.1 To experience prayer as talking and listening to God.
2.2.2 To know that God wants to hear all that we have to say.
2.2.3 To learn that God listens to us.
2.2.4 To participate in communal prayer, such as; (1) Sign of the Cross; (2) Hail Mary; (3) Lord's Prayer; and (4) Grace before Meals.
2.2.5 To have the opportunity to participate in a variety of prayer forms, such as: (1) spontaneous prayer; (2) guided meditation; (3) gestures; (4) song; and (5) dance.

2.3 Liturgy

2.3.1 To begin to learn that we belong to Jesus' Church.
2.3.2 To understand and experience that Sunday is special.
2.3.3 To learn simple Mass responses.
2.3.4 To have the opportunity to participate in the preparation of a simple liturgy and/or prayer service.
2.3.5 To genuflect.

2.3.6 To know how to sit, stand, and kneel in church.

2.4 Liturgical Year

2.4.1 To experience the seasons of Advent and Lent as part of the liturgical year, especially Ash Wednesday and Holy Week.

2.4.2 To learn about Church Holy Days.

2.5 Feast Days

2.5.1 To hear stories about saints at the time of their feast days and throughout the year.

2.6 Tradition

2.6.1 To experience customs associated with Liturgical Seasons.

2.6.2 To experience Marian celebrations.

2.6.3 To celebrate birthdays.

2.6.4 To celebrate Thanksgiving in a Christian context.

3.0 MORALITY: Responsibility toward God's creation.

3.1 To begin to learn and experience that humans are responsible for other humans.

3.2 To appreciate that we need others.

3.3 To learn to share with others.

3.4 To begin to learn to say I'm sorry.

3.5 To learn to say thanks.

3.6 To begin to learn and experience that choices have consequences.

3.7 To begin to learn and experience that humans are responsible for plants.

3.8 To begin to learn and experience that humans are responsible for animals.

4.0 CATHOLIC SOCIAL TEACHING: We serve God through our actions.

4.1 Justice

4.1.1 To experience that God loves all children.

4.1.2 To learn that all human beings deserve respect because they are created by and loved by God.

4.1.3 To begin to learn that the family of God is one.

4.1.4 To appreciate that all God's creatures are unique and deserving of respect.

4.1.5 To appreciate that the poor and needy have a right to our care and concern.

4.1.6 To begin to learn that God assists us in respecting and helping one another.

4.1.7 To begin to understand that all people have a right to those things that are necessary to sustain life.

4.2 Peace

4.2.1 To experience peace that is found in getting along with others.

4.2.2 To understand that each person in the group is responsible for that peace within the group.

4.3 Local Needs

4.3.1 To participate in service projects.

5.0 COMMUNITY: We belong to God's family.

5.1 Models of Church

5.1.1 To explore the larger world of the faith family, the Church, through experiences of family and parish.
5.1.2 To appreciate that family is a gift from God.
5.1.3 To begin to learn that each of us is a member of God's Family.
5.1.4 To begin to learn about belonging to Jesus' Church.
5.1.5 To experience that we are all children of God.
5.1.6 To experience the specialness and uniqueness of one's own name.

5.2 Church History

5.2.1 To hear about Jesus' life on earth.

5.3 Mary/Saints

5.3.1 To begin to learn that Mary is the Mother of God.
5.3.2 To begin to learn that Mary is our Mother.
5.3.3 To begin to learn that saints are friends of Jesus.
5.3.4 To hear that saints are people who have said "yes" to God.

6.0 FAMILY LIFE: Life is a Gift from God.

6.1 Human Dignity

6.1.1 To understand that everyone is special and unique.
6.1.2 To learn that our body is God's gift.
6.1.3 To appreciate that family is God's gift .
6.1.4 To experience the five senses as gifts from God.
6.1.5 To begin to learn that everyone needs others.

7.0 TERMINOLOGY:

7.1 To become familiar with titles for people that are seen in church including: (1) altar servers; (2) lectors, (3) congregation (assembly); (4) musicians; (5) Eucharistic ministers; and (6) priests.
7.2 To become familiar with the names for objects that are seen in church including: (1) altar cross; (2) cross; (3) banners; (4) cruets; (5) Bible; (6) hosts; (7) candles; (8) pews; (9) chalice; and (10) statues.
7.3 To become familiar with the names for some of the signs of the Church seasons: (1) Advent wreath; (2) Christmas crib/creche; (3) ashes; and (4) paschal candle.

8.0 SCRIPTURE REFERENCES to be used to develop the themes of the religion standards.

8.1 Genesis 1: 12-31	Story of Creation
8.2 Genesis 5-9	Story of Noah
8.3 Luke 1: 1-38	Annunciation: Mary being told that she would be the mother of Jesus

8.4 Luke 2: 7-14	Story of the birth of Jesus
8.5 Luke 18: 15-17	Jesus and the little children
8.6 Matthew 6: 9-13	The Our Father
8.7 Matthew 26-27	Jesus' passion
8.8 Matthew 28	Jesus' resurrection
8.9 John 10: 1-18	Jesus the Good Shepherd

LANGUAGE ARTS STANDARDS
Kindergarten

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

By the end of kindergarten, your child will:

1.1 Identify the front cover, back cover, and title page of a book (e.g. Bible, biblical storybooks, and general literature).
1.2 Follow words from left to right and from top to bottom on the printed page.
1.3 Understand that printed materials provide information.
1.4 Recognize that sentences in print are made up of separate words.
1.5 Distinguish letters from words.
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.
1.7 Track (move sequentially from sound to sound) and represent the number, sameness/ difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).
1.8 Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
1.9 Blend vowel-consonant sounds orally to make words or syllables.
1.10 Identify and produce rhyming words in response to an oral prompt.
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
1.12 Track auditorily each word in a sentence and each syllable in a word.
1.13 .
1.13 Count the number of sounds in syllables and syllables in words
1.14 Match all consonant and short-vowel sounds to appropriate letters.
1.15 Read simple one-syllable, high-frequency sight words. (e.g. God, love, Mom, Dad)
1.16 Understand that as letters of words change, so do the sounds (e.g., the alphabetic principle).
1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).
1.18 Describe common objects and events in both general and specific language.

2.0 Reading Comprehension

By the end of kindergarten, your child will:

2.1 Locate the title, table of contents, name of author, and name of illustrator (e.g. Bible, biblical storybooks, general literature).
2.2 Use pictures and context to make predictions about story content.
2.3 Connect to life experiences the information and events in texts.
2.4 Retell familiar stories from literature and the Bible.
2.5 Ask and answer questions about essential elements of a text.

3.0 Literary Response and Analysis

By the end of kindergarten, your child will:

3.1 Distinguish fantasy from realistic text. (e.g. Bible includes factual and historical information.)
3.2 Identify types of everyday print materials (e.g., Bible, storybooks, poems, newspapers, signs, labels).
3.3 Identify characters, settings, and important events, including those from our Catholic faith.

Writing

1.0 Writing Strategies

By the end of kindergarten, your child will:

1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. (e.g. God, Jesus, love, Mom, Dad)
1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
1.3 Write by moving from left to right and from top to bottom.
1.4 Write upper case and lower case letters of the alphabet independently, attending to the form and proper spacing of the letters.

Written and Oral English Language Conventions

By the end of kindergarten, your child will:

1.1 Recognize and use complete, coherent sentences when speaking.
1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

Listening and Speaking

1.0 Listening and Speaking Strategies

By the end of kindergarten, your child will:

1.1 Understand and follow one- and two-step oral directions.
1.2 hare information and ideas, speaking audibly in complete, coherent sentences
1.3 Describe how characters in stories lived a Christ-like life.
1.4 Discuss, comprehend, and relate Biblical, and other forms of literature, to daily faith formation.
1.5 Describe people, places, things (e.g., size, color, shape), locations and actions

1.6 Recite short poems, rhymes, and songs.
1.7 Relate an experience or creative story in a logical sequence.
1.8 Discuss biblical stories and stories that exemplify our Catholic faith.

MATHEMATICS STANDARDS

Kindergarten

Number Sense

1.0 Number Relationships

By the end of Kindergarten, your child will

1.1 Compare two or more sets of objects (up to 10 objects per group) and identify which set is equal to, more than, or less than the other.
1.2 Count, recognize, represent, name, and order number of objects up to 30.
1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.

2.0 Addition and Subtraction

By the end of Kindergarten, your child will:

2.1 Use concrete objects to determine the answers to addition and subtraction problems with two numbers, each less than 10.

3.0 Estimation

By the end of Kindergarten, your child will

3.1 Recognize when an estimate is reasonable.

Algebra and Functions

1.0 Sorting and Classifying Objects

By the end of Kindergarten, your child will:

1.1 Identify, sort, and classify objects by attribute and identify which objects do not belong to a particular group.

Measurement and Geometry

1.0 Measurement

By the end of Kindergarten, your child will:

1.1 Compare the length, weight, and capacity of objects (e.g., shorter, longer, taller, lighter, heavier, holds more).
1.2 Understand concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, month, year) and the tools used to measure time (e.g., clock, calendar).
1.3 Name the days of the week.
1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock).

2.0 Geometry

By the end of Kindergarten, your child will:

2.1 Identify and describe common geometric objects such as the circle, triangle, square, rectangle, cube, sphere, and cone.

2.2 Compare familiar plane (e.g., square, triangle) and solid objects (e.g., cube, sphere) by common attributes such as position, shape, size, roundness, and number of corners.

Statistics, Data Analysis, and Probability

1.0 Collecting Information

By the end of Kindergarten, your child will:

1.1 Pose informational questions, collecting data, then record the results using objects, pictures, and/or picture graphs.

1.2 Identify, describe, and extend simple patterns (e.g., circle, square, circle) by referring to their shapes, sizes, or colors.

Mathematical Reasoning

1.0 Making Decisions about a Problem

By the end of Kindergarten, your child will:

1.1 Determine the approach, materials, and strategies to be used.

1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.

2.0 Solve Problems & Justify Reasoning

By the end of Kindergarten, your child will:

2.1 Explain their reasoning when using concrete objects and/or pictorial representations to solve a problem.

2.2 Make precise calculations when solving a problem, and check the validity of the results in the context of a problem.

HISTORY/SOCIAL SCIENCE STANDARDS

Kindergarten

Learning and Working Now and Long Ago

By the end of Kindergarten, your child will:

K.1 Demonstrate an understanding that being a good Catholic involves acting in certain ways, in terms of:

1. Rules and the consequences of breaking them.
2. Honesty, courage, determination, and individual responsibility.
3. Beliefs and related behavior of characters in stories from times past, including the Bible, and the consequences of their actions.

K.2 Develop a sense of patriotism by learning to recognize national and state symbols, as well as icons (e.g. flags, bald eagle, Statue of Liberty).

K.3 Match simple descriptions of work that people do and the names of those jobs with examples from the Church, school, local community, state, and national governments.

K.4 Compare and contrast the locations of people, places, and environments and describe the human and physical characteristics of places by:

1. Determining the relative location of objects using near/far, left/right, behind/in front.
2. Distinguishing between land and water and locating general areas referenced in historically based legends and stories on maps and globes.
3. Identifying traffic symbols and map symbols (legend references to land, water, roads, and cities).
4. Constructing maps and models of neighborhoods, incorporating such structures as churches, police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
5. Demonstrating familiarity with the school's layout, environs, and the jobs people do there.

K.5 Put events in temporal order by using a calendar, placing days, weeks, and months in proper order, in addition to noting important Catholic feast days, holidays, and seasons of the Church.

K.6 Understand that history relates to events, people, and places of other times, in terms of:

1. The people and events honored in commemorative holidays, including the human struggles that were behind the events (e.g. Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, and Veterans Day).
2. The triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
3. The different ways people lived in earlier days and how their lives would be different today (e.g. the process of getting water from a well, growing food, making clothing, having fun, the type of organization. Rules and laws).
4. The characters in the Bible and the historical significance of their lives.

SCIENCE STANDARDS
Kindergarten

Physical Sciences

By the end of Kindergarten, your child will know the:

1.0 Properties of materials can be observed, measured and predicted. As a basis for understanding this concept, students know:

1.1 objects can be described in terms of the materials they are made of (clay, cloth, paper, etc.) and their physical properties (color, size, shape, weight, texture, flexibility, attraction to magnets, floating and sinking etc.)

1.2 water can be a solid or a liquid and can be made to change back and forth from one form to the other.

1.3 water left in an open container evaporates, but water in a closed container does not.

Life Sciences

By the end of Kindergarten, your child will know that:

1.0 God made different types of plants and animals that inhabit the Earth. As a basis for understanding this concept, students know:

1.1 how to observe and describe similarities and differences in the behavior of plants and animals (e.g. seed bearing plants, birds fish insects.

1.2 stories sometimes give plants and animals attributes they do not really have.

1.3 how to identify major structures of common plants and animals (e.g. stems, leaves, roots arms, wings legs).

1.4 how to observe and record the changes of a caterpillar, cocoon and butterfly.

Earth Sciences

By the end of Kindergarten, your child will know that

1.0 The Earth is composed of land, air and water. As a basis for understanding this concept, students know:

1.1 characteristics of mountains, rivers, oceans, valleys, deserts and local landforms.

1.2. changes in weather occur from day to day and over seasons, affecting the Earth and its inhabitants.

1.3 how to identify resources from the Earth that are used in every day life and know that many of them can be conserved.

Investigation and Experimentation

By the end of Kindergarten, your child will know that

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

1.1 observe common objects using the five senses given by God.
1.2 describe the properties of common objects.
1.3 describe the relative position of objects using one reference (e.g. above or below).
1.4 compare and sort common objects based on one physical attribute (including color, shape texture, size and weight).
1.5 communicate observations orally and in drawings of everything. They know that all we study comes from God and therefore is holy and should be respected.

ATMOSPHERE AT HOME

We encourage all parents to consider the following ideas when setting up a home environment for increasing student learning:

1. **Provide an appropriate work space that is:**
   - Quiet with appropriate lighting.
   - Contains supplies such as paper, pencils, resources, etc.

2. **Set up an atmosphere for studying by:**
   - Scheduling a regular, daily study time where all family members are studying.
   - Making sure the house is quiet during study time.
   - Working on establishing trust and accountability..

3. **Be involved in your child's education by:**
   - Being a role model, setting values, and modeling good Christian values.
   - Demonstrating a positive attitude.
   - Providing help, resources, and encouragement.
   - Showing interest and supporting your child's work.
   - Upholding the school's expectations.
   - Supporting and participating in school service opportunities.

4. **Strive to establish a Christian family atmosphere by:**
   - Encouraging your child to follow the teachings of Jesus in his/her dealing with others.
   - Encouraging regular family prayer and the celebration of religious experiences.
   - Modeling Christian values.
   - Acknowledging and supporting your child's efforts.
   - Reinforcing Christian behavior.
   - Providing opportunities for service to others.

5. **Strengthen communication with your child by:**
   - Spending quality time with your child often.
   - Sharing resources from your community.
   - Establishing/enforcing reasonable consequences for behavior.

HOME ACTIVITIES FOR LANGUAGE ARTS

Reading
- Read to your child each night.
- Share and help your child memorize Nursery Rhymes, prayers, and songs.
- Show enthusiasm for reading.

Reading Comprehension
- Read a portion of a story then have your child predict the ending.
- Have your child retell stories.
- Ask your child questions about the story you read.

Writing
- Help your child learn how to hold pencils and crayons correctly by participating in coloring activities. (Using a triangle pencil grip will be helpful.)
- Teach your child to write his/her name and letters of the alphabet correctly (e.g., Charles *not* CHARLES).
- Make dots on paper, forming the letters of the child's name, and have your child write his/her name tracing the dots.
- Have your child use different mediums when writing (e.g., clay, sand, paint).

Written and Oral English Language Conventions
- Encourage your child to speak in complete sentences and use correct grammar.
- When ready, help your child sound out and write 3 letter words that are in the same family (e.g., cat, hat, rat *or* sat, hat, cat).
- Model proper English usage when speaking.

Listening and Speaking
- When giving directions to your child, have him/her repeat the direction back to you.
- Play age appropriate games with your child that incorporate listening and speaking (e.g., "Simon Says").
- Have your child recite a poem or prayer.

HOME ACTIVITIES FOR MATHEMATICS

Number Sense
- Count objects around the house and compare them (e.g., more, less, the same).
- Practice counting from 0 - 50 with your child.
- Play counting games with your child (e.g., "Candyland," "Hi Ho Cherry O").

Algebra and Functions
- Help your child sort objects around the house by color, shape, size, and texture.

Measurement and Geometry
- Help your child make a family calendar.

- Have your child help with cooking and crafts.
- Make a monthly growth chart with your child, recording both height and weight.

Statistics, Data Analysis, and Probability

- Discuss, with your child, various patterns found around the house and in nature.
- Play a game like "I Spy" (e.g. I spy something that is red, round).

Mathematical Reasoning

- Include your child in discussions about money, numbers, and solving simple family problems.

HOME ACTIVITIES FOR HISTORY–SOCIAL SCIENCE

Being a Good Citizen

- With your child, discuss consequences for bad behavior at home and in other settings.
- When reading, look at characters in stories and talk about their behavior (both good and bad) and related consequences.
- Discuss with your child the rules for the home and rules in society, pointing out the reason for these rules.
- During a conflict between two children, have each child discuss their point of view of the situation.
- Discuss with your child the roles of different community leaders (e.g., minister, president, chairman, national president, policeman).
- Demonstrate fair play in games.

National and State Symbols

- Identify the national and state flags when observed in different settings.
- Find pictures of national and state symbols (e.g., Bald Eagle, Statue of Liberty) and have your child identify these symbols.

Names of People's Jobs

- Cut out pictures of different people's jobs and then have your child name each person's job.
- When shopping together, identify each person's job (e.g., grocery clerk, bank teller, sales person).

Locations of People and Places

- When going out to dinner, discuss the type of food you are eating and the country where the food originated (e.g., When eating Mexican food, discuss the location and culture of Mexico).
- When looking at a map, help your child distinguish between the land and water symbols.
- Using blocks and a large sheet of paper, help your child build a model of your block, identifying the streets, names of various buildings, etc.
- Help your child build a flat map of your block using the map built from blocks. Be sure to label the streets, names of buildings, etc.

Events in Temporal Order

- Have your child say the days of the week and months of the year in correct order.
- In sequence, have your child tell you events that have happened in their life (e.g., In proper order, tell me the things you did last night.).
- When traveling, have your child tell you, in order, the things they have just seen (e.g., blue car, white house, horses, big tree).

History Related to Events, People, and Places

- With your child, discuss the reasons for each national and state holiday (e.g., Fourth of July, Thanksgiving).
- When reading, compare the life of people in history with the life of people today (e.g., Compare the process of getting water in the "olden days" as compared with today.).

HOME ACTIVITIES FOR SCIENCE

Physical Sciences

Properties of Materials can be Observed, Measured, Predicted

- Around the house, or when walking with your child, talk about the things your child sees, discussing the materials these things are made of and how they look (e.g., These socks are made of wool, they are red socks, and they are soft.).
- Make ice cubes with your child. When frozen, put them in a pot and watch them melt. Take the same water and boil it until most of the water is gone. Talk about how water can be ice, liquid or vapor. Talk about the different forms of other things.

Life Sciences

Different Types of Plants and Animals Inhabit the Earth

- On a nature walk with your child, discuss the difference between living and non-living things.
- Discuss the structural components of things, such as parts of animals/persons (e.g., leg, hand, finger, back, body) and plants (e.g., stem, leaf, flower, fruit).
- Help your child categorize things into similar categories (e.g., plants, animals, rocks) by collecting things on a nature walk and then categorizing the objects.
- Compare the basic needs (food, air, water, shelter) of all living things. Raise small animals (e.g., hamster, rat, worms, crickets), observing each one's different need for food, air, water, shelter.
- While watching cartoons, talk about how the story has plants and animals doing things they really can't do (e.g., Superman flying, animals talking, plants walking).

Earth Sciences

Earth is Composed of Land, Air, Water

- In a sand box or in some dirt in the back yard, make a model of the country and include a mountain, valley, lake, river, ocean, desert. Make signs and label each land form.
- When reading, point out and talk about the different land forms (e.g., mountains, lakes, rivers, ocean, desert).
- Make a simple weather station outside and record the temperature on a regular basis. Talk about how the weather changes during the day, from day to day, and from season to season.
- Organize a recycling system and help your child understand the types of resources being saved by recycling various items.

Investigation and Experimentation

Scientific Progress is Made by Asking Meaningful Questions and Conducting Investigations

- Encourage your child to observe the world around him/her and to communicate those observations and ask questions (e.g., perspective of a distant mountain range, speed things pass by while in the car, different characteristics of seasons).

STUDENT'S RECORDS

How is your child's progress in school? Is he/she learning the required skills for their grade level? Are these questions that you have been asking? The **Student Records** on the following pages will allow you to identify the Standards your child has learned this year.

How to use the Student Records

As you see that your child has mastered one of the skills on the **Student Record,** write a date in the appropriate box. You could find out that your child knows the skill by: (1) giving them a test; (2) looking at your child's school papers; (3) observing your child perform the skill in his/her everyday life experiences, etc. Whatever the case, this **Student Record** is available for you to chart your child's progress throughout the school year.

Using the Student Record During a Teacher Conference

While talking to the teacher take out the **Student Record** and discuss your findings with the teacher. In this way, you are discussing real data about your child's knowledge of skills. During the discussion, the teacher may suggest changes to the **Student Record** because of classroom assessments or observations.

Keys to Success

Remember the following keys:

1. Always take this handbook to your teacher/parent conference so you can track your child's educational progress.
2. As your child demonstrates their knowledge of a specific skill, always write the date in the space provided.
3. Plan home activities that will help your child master one or more of the skills listed, then record his/her progress.
4. Discuss, with your child, his/her progress and set goals.

FIRST GRADE
CONTENT STANDARDS

Parent Handbook

St. Mary School
Diocese of Sacramento

Content Standards for

FIRST GRADE

Why Content Standards?

With the adoption of content standards, California is stating–explicitly–the content that students need to acquire at each grade level from Kindergarten through grade twelve. With student mastery of this content, schools will be equal to those in the best educational systems in other states and nations.

How to Improve Student Performance?

Strong performance on standardized tests is an increasingly important part of life for all students. Access to higher education, most specialized employment licenses, and many public and private occupational opportunities depend on acceptable performance of one form or another on standardized tests.

The goal is to focus instruction on Standards, coordinate instruction between classrooms, and use common student assessments. These must emphasize both the content and assessment format students may face in the future in order to significantly increase student learning and student achievement on formal and informal assessments.

Goals for your Child's Education

Research has proven that student learning and overall productivity increases with the implementation of a Standards-based educational system. Standards define the curriculum for each grade level, a curriculum that is coordinated from grade level to grade level and one that identifies the level of instruction appropriate for each grade. As teachers and parents understand the curriculum expectations at a specific grade level, they can provide the type of learning experiences that will allow the student successful achievement in all Standards.

How to Use this Parent Handbook

Use this handbook as a guide to your child's education in First Grade by:

- Reading the Standards your child should learn during the year.
- Helping your child learn the different Standards by doing the suggested Home Activities and providing instruction when your child is having trouble with his/her homework.
- Tracking your child's progress during the year using the "Student Progress Chart" found in this document.
- Taking this Handbook to your child's parent/teacher conference. At this time, compare the teacher's Student Progress Chart with your own chart, and discuss the Standards that the child needs to master.

Parent Handbook Components

This document contains:

- First Grade Standards for Religion, Language Arts, Mathematics, History–Social Science and Science
- Home Atmosphere Suggestions for improved student performance
- Home Activities for Language Arts, Mathematics, History–Social Science and Science
- Student Tracking Forms to show student progress throughout the year

RELIGION STANDARDS

Grade One

THEME:

The development of a greater awareness of relationships and community.

OBJECTIVES:

A. God communicates with God's people through the Bible.
B. Each person belongs to many groups: family, parish, school, neighborhood, etc.
C. We worship together through prayer and liturgy.
D. Every person deserves love, care, and respect.

1.0 MESSAGE: God is the creator and nurturer of all things.

1.1 God

1.1.1 To learn that God is the creator of all things.
1.1.2 To recognize that God loves and cares for each of us.
1.1.3 To understand God wants us to be happy and always forgives us.
1.1.4 To recognize that Jesus is always with us.
1.1.5 To learn that Jesus is the Son of God.
1.1.6 To be aware that the Holy Spirit gives us strength and joy.
1.1.7 To understand that the Holy Spirit helps us to live together in harmony.
1.1.8 To learn that the Holy Spirit helps us to forgive and be forgiven.
1.1.9 To recognize that the Holy Spirit gives us special gifts to help us live good lives.

1.2 Scripture

1.2.1 To learn that the Bible is a collection of many books.
1.2.2 To understand that Jesus teaches us about God through stories in the Bible.
1.2.3 To learn that each book of the Bible was written by someone chosen by God.
1.2.4 To learn that God speaks to us through readings from the Bible at Mass.
1.2.5 To learn that the Bible teaches us about God's love for us.

1.3 Doctrine

1.3.1`To learn that we are children of God, who made us, loves us, and cares for us.
1.3.2 To learn that Jesus shows us how to live.

2.0 WORSHIP: We participate in worship individually and as a part of a community.

2.1 Sacraments

2.1.1 To understand that through Baptism, we celebrate becoming part of God's special family, the Church.
2.1.2 To understand that in the Eucharist, Jesus shares a meal with us.
2.1.3 To learn that in the Eucharist, Jesus gives Himself to us.
2.1.4 To recognize that, in the Eucharist, we remember what Jesus said and did at the Last Supper.

2.2 Prayer

2.2.1 To know the following prayers: (1) Sign of the Cross; (2) Hail Mary, (3) Prayer before Meals, (4) Lord's Prayer; (5) Doxology (Glory to the Father...).
2.2.2 To recognize that prayer is communication with God.
2.2.3 To participate in classroom prayer through recitation, spontaneous prayer, petitions, and guided meditation.

2.3 Liturgy

2.3.1 To recognize that we worship as a community at Eucharistic celebrations.
2.3.2 To participate in liturgies and prayer services with the class, school, and parish communities.

2.4 Liturgical Year

2.4.1 To experience the Liturgical Seasons and their themes:
Advent--A time for waiting
Christmas--A time for giving
Lent--A time for sharing and growing
Easter--A time for joy

2.5 Feast Days

2.5.1 Celebrate special Feasts, Days and People:
Saints as heroes/heroines
Thanksgiving
Mary, Mother of God
Joseph, Mary's husband

2.6 Traditions

2.6.1 To experience Marian traditions such as the rosary and May crowning.

3.0 MORALITY: Personal responsibility is developed.

3.1 To recognize that we each make decisions regarding our own actions.
3.2 To recognize that each decision has a consequence.
3.3 To understand that we live good lives with the help of the Holy Spirit.
3.4 To learn conflict resolution skills.

4.0 CATHOLIC SOCIAL TEACHING: The Christian message is lived through service to others.

4.1 Justice

4.1.1 To recognize that God gives each of us gifts and talents.
4.1.2 To recognize the need to share ourselves each day.
4.1.3 To show we care about our world by taking care of it.

4.2 Peace

4.2.1 To treat others fairly.
4.2.2 To recognize that we are part of the larger world community.

4.3 Local Needs

4.3.1 To know that we can care for people who need our help.
4.3.2 To recognize that we are part of a parish community.
4.3.3 To participate in parish service, such as outreach to sick and parish community activities.
4.3.4 To participate in local outreach programs.

5.0 COMMUNITY: Each person plays a part in home, school, parish and global communities.

5.1 Models of Church

5.1.1 To learn that the Church is the people of God.
5.1.2 To recognize that we belong to the Catholic Church.
5.1.3 To understand that we are Christians.

5.1.4 To learn that a church is a special place.
5.1.5 To learn that a church is a home for the family of God.
5.1.6 To learn that the local church is called a Parish.
5.1.7 To learn that the Church is the Family of God.

5.2 Church History

5.2.1 To recognize that we celebrate God's kingdom, past, present, and future with other members of God's family.

5.3 Mary/Saints

5.3.1 To know that Mary is the Mother of God.
5.3.2 To learn about the Holy Family.
5.3.3 To recognize that saints are part of God's family.

6.0 FAMILY LIFE: We are a part of a family and community which should help us to grow in love and knowledge.

6.1 Human Dignity

6.1.1 To express our love for our family.
6.1.2 To show that we care for all things and model that we care for others and our world as Jesus did.

7.0 TERMINOLOGY:

Advent	create	Lent
All Saints' Day	Easter	liturgy
alleluia	Eucharist	Lord's Prayer
altar	Good Friday	Mary
angel	Great Commandment	Mass
AscensionThursday	Hail Mary	parish
baptism	hallowed	pope
Bethlehem	Holy Family	prayer
Bible	Holy Spirit	priests
bishops	host	saints
Blessed Trinity	Jesus	Savior
Catholics	Jesus' Law of Love	Sign of the Cross
chalice	Joseph	sin
Christmas	Kingdom of God	vestments
church	Last Supper	Word of God

8.0 SCRIPTURE REFERENCES to be used to develop the themes of the religion standards.

Genesis 1:1-31	Creation
Genesis 3: 1-19	The fall
Genesis 12ff	Story of Abraham; we are part of God’s family of faith
Exodus 3	God reveals himself to Moses; God cares for his people
1 Samuel 16: 4-13	Samuel chooses the boy David; God sees into his heart
1 Kings 17: 7-24	Elijah and the widow; looks ahead to God’s care through Jesus

Psalm 23	God cares for us
Psalm 104	Praise of God the Creator
Psalm 139	God knows us
Psalm 145: 9	God is good to all
Isaiah 43: 1	God calls us by name
Matthew 5: 14-16	Jesus, Light of the World
Matthew 6: 7-15	Lord's Prayer
Matthew 6: 25-34	Seeking the Kingdom
Luke 10: 25-34	Good Samaritan
Luke 18: 15-17	Blessing of the Children
Luke 23: 33-49	Passion of Jesus
1 John 4: 7-12	God is Source of Love

LANGUAGE ARTS STANDARDS

Grade One

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Where possible and appropriate, the teacher will incorporate readings and writings expressive of the Catholic faith.

By the end of first grade, your child will:

1.1 Match oral words to printed words.
1.2 Identify the title and author of a reading selection, and make use of religion class resources.
1.3 Identify letters, words, and sentences.
1.4 Distinguish initial, medial, and final sounds in single-syllable words.
1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
1.6 Create and state a series of rhyming words, including consonant blends.
1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
1.9 Segment single syllable words into their components (e.g., cat = /c/a/t/; splat = /s/p/l/a/t/).
1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).
1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.

1.13 Read compound words and contractions.
1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
1.15 Read common word families (e.g., -ite, -ate).
1.16 Read aloud with fluency in a manner that sounds like natural speech.
1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys. Articles found in the church).

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material, including grade level Bibles. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Students will be introduced to the different genre found in scripture. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

By the end of first grade, your child will:

2.1 Identify text that uses sequence and other logical order. Where appropriate use saint stories and scripture.
2.2 Respond to who, what, when, where, and how questions.
2.3 Follow one-step written instructions.
2.4 Use context to resolve ambiguities about word and sentence meanings.
2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).
2.6 Relate prior knowledge to textual information.
2.7 Retell the central ideas of simple expository or narrative passages.
2.8 Apply prior knowledge and central idea to all areas of curriculum, including scripture stories.

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature, including those with religious themes and the Bible. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

By the end of first grade, your child will:

3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle and ending. Apply when using parables and other scripture stories.
3.2 Describe the roles of authors and illustrators and their contributions to print material.
3.3 Recollect, talk, and write about books read during the school year.

Writing

1.0 Writing Strategies

By the end of first grade, your child will:

1.1 Select a focus when writing.
1.2 Use descriptive words when writing.
1.3 Print legibly and space letters, words, and sentences appropriately.

2.0 Writing Applications (Genres and Their Characteristics)

Using the writing strategies of grade one outlined in Writing Standard 1.0, students:

2.1 Write brief narratives (e.g., fictional, autobiographical) describing a Christian experience.
2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

By the end of first grade, your child will:

1.1 Write and speak in complete, coherent sentences.
1.2 Identify and correctly use singular and plural nouns.
1.3 Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking.
1.4 Distinguish between declarative, exclamatory, and interrogative sentences.
1.5 Use a period, exclamation point, or question mark at the end of sentences.
1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.
1.7 Capitalize the first word of a sentence, names of people, and the pronoun I.
1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening and Speaking

1.0 Listening and Speaking Strategies

By the end of first grade, your child will:

1.1 Listen attentively.
1.2 Ask questions for clarification and understanding.
1.3 Give, restate, and follow simple two-step directions.
1.4 Stay on the topic when speaking.
1.5 Use descriptive words when speaking about people, places, things, and events.

2.0 Speaking Applications (Genres and Their Characteristics)

By the end of first grade, your child will:

2.1 Recite poems, rhymes, songs, secular stories, and Bible verses and stories.
2.2 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why and how questions. Apply this skill to Bible stories.
2.3 Relate an important life event or personal experience in a simple sequence.
2.4 Provide descriptions with careful attention to sensory detail.

MATHEMATICS STANDARDS

Grade One

Number Sense

1.0 Number Relationships

By the end of First Grade, your child will:

1.1 Count, read, and write whole numbers to 100.
1.2 Compare and order whole numbers to 100 by using the symbols for “less than”, “equal to”, or “greater than” (<, =, >).
1.3 Represent equivalent forms of the same number to 20, using physical models, diagrams, and number expressions (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 - 2, 11 - 3).
1.4 Count and group objects into ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).
1.5 Identify and know the value of coins then show different combinations of coins equaling the same value.

2.0 Addition and Subtraction

By the end of First Grade, your child will:

2.1 Know and memorize the addition facts (sums to 20) and the corresponding subtraction facts.
2.2 Use the inverse relationship (e.g., checking a subtraction problem using addition).
2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.
2.4 Count by 2s, 5s, and 10s to 100.
2.5 Show the meaning of addition (putting together) and subtraction (taking away, compare, find the difference).
2.6 Solve addition and subtraction problems with one- and two-digit numbers (e.g., 5 + 58 = __).
2.7 Find the sum of three one-digit numbers.

3.0 Estimation

By the end of First Grade, your child will:

3.1 Make reasonable estimates when comparing larger or smaller numbers.

Algebra and Functions

1.0 Number Sentences

By the end of First Grade, your child will:

1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.

1.2 Understand the meaning of the symbols for addition, subtraction, and equal to (+, -, =).

1.3 Create problem situations that might lead to a given number sentence involving addition and subtraction.

Measurement and Geometry

1.0 Measurement

By the end of First Grade, your child will:

1.1 Compare the length, width, and volume of two or more objects by using standard or nonstandard units.

1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).

2.0 Geometry

By the end of First Grade, your child will:

2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.

2.2 Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.

2.3 Give and follow directions about location.

2.4 Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).

Statistics, Data Analysis, and Probability

1.0 Data

By the end of First Grade, your child will:

1.1 Sort objects and data by common attributes and describe the categories.

1.2 Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.

2.0 Patterning

By the end of First Grade, your child will:

2.1 Describe, extend, and explain ways to get to the next element in simple repeating patterns (e.g., rhythmic, numeric, color, shape).

Mathematical Reasoning

1.0 Making Decisions about a Problem

By the end of First Grade, your child will:

1.1 Determine the approach, materials, and strategies to be used.

1.2 Use tools, such as manipulatives or sketches, to model problems.

2.0 Solve Problems & Justify Reasoning

By the end of First Grade, your child will:

2.1 Explain reasoning used and justify the procedures selected.

2.2 Make precise calculations and check the validity of the results from the context of a problem.

3.0 Make Connections

By the end of First Grade, your child will:

3.1 Note the connection between one problem and another.

HISTORY/SOCIAL SCIENCE STANDARDS

Grade One

A Child's Place in Time and Space

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people and for the rules by which we all must live: fair play, good sportsmanship, respect for the rights and opinions of others and the two great commandments of loving God and others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

1.1 Students describe the rights and individual responsibilities of citizenship, in terms of:

1. The making of rules by direct democracy (everyone votes on the rules) and be representative democracy (a smaller elected group make the rules); examples of both in their classroom, school and community.
2. The elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

1.2 Students compare and contrast the absolute and relative locations of people and places and describe the physical and human characteristics of places by:

1. Using maps and globes to locate their local community, the State of California, the United States, the seven continents, and the four oceans.
2. Comparing the information from a three-dimensional model to a picture of the same location.
3. Constructing a simple map, using cardinal directions and map symbols.
4. Describing how location, weather, and physical environments affect the way people live, including food, clothing, shelter, transportation, and recreation.

1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and sense of community across time, in terms of:

1. The Pledge of Allegiance, and the songs that express American ideals (e.g., My Country 'Tis of Thee).

2. National holidays and the heroism and achievements of the people associated with them.
3. American symbols, landmarks and essential documents such a the flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, and the Declaration of Independence; explain the people and events associated with them.

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time and others stay the same, in terms of:

1. The structure of schools and communities in the past.
2. Transportation methods of earlier days.
3. Similar and differences in the work (inside and outside the home), dress, manners, stories, games, and festivals of earlier generations, drawing from biographies, oral history, and folklore.

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens, in terms of:

1. The ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community and the benefits and challenges of a diverse population.
2. The difficulties, successes and ways in which American Indian and immigrant populations have helped define Californian and American culture.
3. Comparisons of the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures drawing from folklore.

SCIENCE STANDARDS

First Grade

Physical Science

1.0 Materials that God created come in different forms (states) including solid liquids and gases, and these forms have different attributes -

1.1 solids, liquids, and gases have different properties.
1.2 the properties of substances can change when they are mixed, cooled or heated.
1.3 solids can either sink or float.

Life Science

1.0 God created all things – living and non-living. Students will understand differences and similarities between nonliving and living things -

1.1 know that living things need air, water, and food to survive.
1.2 know that living things are made and cared for by a loving God.
1.3 know that living things move, grow, and change.
1.4 know that nonliving things do not need air, water or food.
1.5 know that nonliving things do not move, grow, and change.

1.6 be able to tell living and nonliving things apart.

2.0 All living things are made and cared for by God, however, plants and animals meet their needs in different ways -

2.1 different plants and animals inhabit different kinds of environments and have features that help them thrive in their environment.
2.2 animals eat plants and other animals for food.
2.3 animals may use plants or even other animals for shelter or nesting.
2.4 how to infer what animals eat from the shapes of their teeth.
2.5 green leaves are from making food from the sunlight.

3.0. Be able to put animals in categories by size, shape, movement, color -

3.1 know that animals have fur, feather, skin, scales, or shells.
3.2 know that animals move in different ways (swim, fly, etc.).
3.3 know that animals have different sizes.
3.4 know that animals have different shapes.
3.5 know that animals help people.
3.6 know that animals change (life cycle, metamorphosis).

4.0 Be able to use knowledge of plants -

4.1 know the parts of a plant.
4.2 know that seeds produce plants.
4.3 sort plants into categories by what they have in common.

Earth Science

1.0 God the Creator made the earth, sun, and moon. Students should:

1.1 know about the Earth, sun, and the moon.
1.2 know the Earth rotates every 24 hours.
1.3 know the difference between day and night.
1.4 know the Earth revolves around the sun.
1.5 know the moon revolves around the Earth.
1.6 know the earth is made up of land and water.
1.7 know the types of land surfaces (soil, sand, rock, clay).
1.8 know how to take care of, and respect the Earth.

2.0 The Sun Supplies Heat and Light energy to the Earth

2.1 the sun warms the land, air, and water.
2.2 light energy is reflected or absorbed when it strikes surfaces.

3.0. Weather can be observed, measured and described -

3.1 how to record changes in the weather from day to day and over the season.
3.2 the weather changes from day to day, but trends in temperature or rain and snow tend to be predictable during a season.

Investigation & Experimentation

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

1.1 draw pictures that portray some features of the thing being described.
1.2 record observations and data with pictures, numbers, and/or written standards.
1.3 record observations on a bar graph.
1.4 describe the relative position of objects using two references (above and next to, below and left of).
1.5 make new observations when discrepancies exist between two descriptions of the same object or phenomena.
1.6 think clearly and solve problems about science (classify, decide estimate, solve, compare).
1.7 talk and write clearly about science (present, persuade, collaborate, explain, recommend).
1.8 make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
1.9 use the quality process.

2.0 Be able to apply science knowledge and skills to a variety of purposes -

2.1 be able to solve problems using the scientific method (research, hypothesis, test, results, conclusion).
2.2 be able to conduct research.
2.3 be able to use scientific equipment appropriately.
2.4 know how to preserve the earth.
2.5 possess technical skills: listen/ read/ dictate/ write/ present: instructions, chart, report, proposal, and summary.
2.6 technology: word processing, Internet, AV production.

3.0 Be able to use some scientific instruments -

3.1 be able to take care of magnets, magnifying glasses, and thermometers.
3.2 know the types of magnets.
3.3 know that the magnetic field is stronger at the poles.
3.4. know what a magnifying glass is and its uses.
3.5 know what a thermometer is and its uses.
3.6 be able to read a Celsius and Fahrenheit thermometer.
3.7 be able to measure rain.

ATMOSPHERE AT HOME

We encourage all parents to consider the following ideas when setting up a home environment for increasing student learning:

1. Provide an appropriate work space that is:

- Quiet with appropriate lighting.
- Contains supplies such as paper, pencils, resources, etc.

2. **Set up an atmosphere for studying by:**
   - Scheduling a regular, daily study time where all family members are studying.
   - Making sure the house is quiet during study time.
   - Working on establishing trust and accountability..

3. **Be involved in your child's education by:**
   - Being a role model, setting values, and modeling good Christian values.
   - Demonstrating a positive attitude.
   - Providing help, resources, and encouragement.
   - Showing interest and supporting your child's work.
   - Upholding the school's expectations.
   - Supporting and participating in school service opportunities.

4. **Strive to establish a Christian family atmosphere by:**
   - Encouraging your child to follow the teachings of Jesus in his/her dealing with others.
   - Encouraging regular family prayer and the celebration of religious experiences.
   - Modeling Christian values.
   - Acknowledging and supporting your child's efforts.
   - Reinforcing Christian behavior.
   - Providing opportunities for service to others.

5. **Strengthen communication with your child by:**
   - Spending quality time with your child often.
   - Sharing resources from your community.
- Establishing/enforcing reasonable consequences for behavior.

HOME ACTIVITIES FOR MATHEMATICS

<u>Number Sense</u>

- Set the table, counting aloud the number of plates and utensils.
- Play counting games with your child (e.g., "Candyland," "Hi Ho Cherry O").
- Add and subtract using objects around the house.
- Give them coins to count and use.

<u>Algebra and Functions</u>

- Group objects to create a number sentence (e.g., 3 apples plus 2 apples = 5 apples).

<u>Measurement and Geometry</u>

- Use direction words (e.g., near, far, below, above, behind, next to) and check for understanding by your child.

- Use shape words (e.g., circle, square, round, flat) and check for understanding by your child.
- Discuss the time of day for routine activities (e.g., lunch, school) and help the child read these times on an analog and digital clock.

Statistics, Data Analysis, and Probability

- Sort and compare a variety of objects such as socks, silverware, toys (e.g., sort socks by color and tell me about each different pile of socks).
- Keep a daily chart of the weather, then read and discuss the chart. Talk about the possibility of predicting the weather using the information on the chart.
- Keep a daily chart of chores to be completed, checking off each chore after it was done. Talk about the information on the chart.

Mathematical Reasoning

- Involve your child in meal planning, such as going to the store and having him/her pick out items for dinner, making sure the meal is balanced and there is enough food for everyone.
- Involve your child in planning a party, talking about the purpose for the party, who should be invited, the refreshments, and the activities.

HOME ACTIVITIES FOR HISTORY/SOCIAL SCIENCE

Rights and Individual Responsibilities of Citizenship

- Encourage your child to do chores around the house and help them see his/her responsibility in completing the chores.
- Discuss with your child what it means to be a good citizen (e.g., obey the laws, vote, don't litter, recycle, pay taxes).
- Read a book with your child about citizenship in different countries.
- When you and your child see an official doing his/her duty (e.g., fireman at a fire, policemen at an accident, ambulance going down the road) discuss the role/duty of that individual.

Locations of Places and People

- Help your child make a map of your home and label each room.
- Read books to your child about other countries and show your child where the country is on the map.
- Visit a farm, big city, and small town and discuss living conditions at each location.

Symbols, Icons, and Traditions of the United States

- When voting, talk to your child about the importance/purpose of voting.
- When available, point out different symbols/icons that refer to the U.S. (e.g., flags, president's seal).
- When celebrating a holiday, discuss with your child the reason for the holiday.

Life in Different Times and Places Around the World

- During holidays, discuss with your child how/if different cultures celebrate the same holiday.
- If possible, read a book or look at a video with your child about a holiday celebration in a different country.
- Read a book with your child about life in another country. Next write an outline showing one day of a child's life in that culture.
- Write an outline of one day's activities for your child. Compare the two outlines.

Human Characteristics of Familiar Places and Backgrounds of American Citizens

- Talk to your child about American heroes and discuss their accomplishments.
- Sing songs about America.
- Share with your child the picture albums of family members, discussing what each person's life was like when they were a child.
- Visit a museum and discuss with your child the items on display, talking about how these items were used.

Basic Economic Concepts

- Talk to your child about your job and jobs others do in the community.
- Discuss the concept of working to make money.
- If possible, give your child an allowance and let him/her make choices about spending the money, then discuss the pros/cons of his/her choice.

HOME ACTIVITIES FOR SCIENCE

Physical Sciences

Materials Come in Different Forms

- Freeze water, melt the ice, and heat the water until it boils and forms steam. Talk about the properties of the water in each of the three forms.
- Make Playdough from flour, salt, water, and food coloring. Talk about how each substance feels before it is mixed, then talk about how the Playdough feels when finished. (Recipe = 1 cup flour, 1 cup salt, small amount of water, food coloring as desired.)
- When cooking with your child, have them describe the materials that are mixed in the recipe and describe the finished item (e.g., cake mix, water, and eggs, when heated, turn into a cake).

Life Sciences

Plants and Animals Meet their Needs in Different Ways

- Have your child take care of a pet, learning about the type of habitat and food needed.. Help your child learn more about the pet and their natural habitat.

- Have your child grow some plants in flower pots. Talk about the type of soil needed, sunlight, and water. Talk about how much water and light the plant needs to grow. Have your child take care of the plant for a period of time (e.g., 1 month).
- Plant a potato or avocado seed in a jar of water, putting toothpicks into the potato or avocado, so it is halfway in the water and halfway out. Watch the roots grow and talk about the purposes of plant roots.
- When looking at pictures of animals, point out their teeth to your child. Talk about what they eat and how their teeth help them eat that type of food (e.g., Dog's teeth are designed to tear meat).

Earth Sciences

Weather can be Observed, Measured, Described

- Set up a weather station in the yard that has a thermometer and wind vane. Have your child record the temperature and wind direction at a specific time each day over a period of time (e.g., 2 weeks). Discuss the temperature differences.
- Talk about how the sun warms the land, air, and water. Take two thermometers and place one in the sun and one in the shade. Read and compare the temperatures. Repeat the experiment using two jars of water and two jars of air.

Investigation and Experimentation

Scientific Progress is Made by Asking Meaningful Questions and Conducting Investigations

- Perform simple scientific experiments with your child to help him/her answer simple science questions (e.g., Question: What type of soil allows flowers to grow best? Experiment: Plant flowers in good soil, rocky soil, sand, and saw dust. Water regularly and see which ones grow.) Encourage your child to look at the plants each day to communicate their observation.

STUDENT'S RECORDS

How is your child's progress in school? Is he/she learning the required skills for their grade level? Are these questions that you have been asking? The **Student Records** on the following pages will allow you to identify the Standards your child has learned this year.

How to use the Student Records

As you see that your child has mastered one of the skills on the **Student Record,** write a date in the appropriate box. You could find out that your child knows the skill by: (1) giving them a test; (2) looking at your child's school papers; (3) observing your child perform the skill in his/her everyday life experiences, etc. Whatever the case, this **Student Record** is available for you to chart your child's progress throughout the school year.

Using the Student Record During a Teacher Conference

While talking to the teacher take out the **Student Record** and discuss your findings with the teacher. In this way, you are discussing real data about your child's knowledge of

skills. During the discussion, the teacher may suggest changes to the **Student Record** because of classroom assessments or observations.

Keys to Success

Remember the following keys:

1. Always take this handbook to your teacher/parent conference so you can track your child's educational progress.
2. As your child demonstrates their knowledge of a specific skill, always write the date in the space provided.
3. Plan home activities that will help your child master one or more of the skills listed, then record his/her progress.
4. Discuss, with your child, his/her progress and set goals.

SECOND GRADE CONTENT STANDARDS

Parent Handbook

St. Mary School
Diocese of Sacramento

Content Standards for

SECOND GRADE

Why Content Standards?

With the adoption of content standards, California is stating–explicitly–the content that students need to acquire at each grade level from Kindergarten through grade twelve. With student mastery of this content, schools will be equal to those in the best educational systems in other states and nations.

How to Improve Student Performance?

Strong performance on standardized tests is an increasingly important part of life for all students. Access to higher education, most specialized employment licenses, and many public and private occupational opportunities depend on acceptable performance of one form or another on standardized tests.

The goal is to focus instruction on Standards, coordinate instruction between classrooms, and use common student assessments. These must emphasize both the content and assessment format students may face in the future in order to significantly increase student learning and student achievement on formal and informal assessments.

Goals for your Child's Education

Research has proven that student learning and overall productivity increases with the implementation of a Standards-based educational system. Standards define the curriculum for each grade level, a curriculum that is coordinated from grade level to

grade level and one that identifies the level of instruction appropriate for each grade. As teachers and parents understand the curriculum expectations at a specific grade level, they can provide the type of learning experiences that will allow the student successful achievement in all Standards.

How to Use this Parent Handbook

Use this handbook as a guide to your child's education in Second Grade by:

- Reading the Standards your child should learn during the year.
- Helping your child learn the different Standards by doing the suggested Home Activities and providing instruction when your child is having trouble with his/her homework.
- Tracking your child's progress during the year using the "Student Progress Chart" found in this document.
- Taking this Handbook to your child's parent/teacher conference. At this time, compare the teacher's Student Progress Chart with your own chart, and discuss the Standards that the child needs to master.

Parent Handbook Components

This document contains:

- Second Grade Standards for Religion, Language Arts, Mathematics, History–Social Science and Science
- Home Atmosphere Suggestions for improved student performance
- Home Activities for Language Arts, Mathematics, History–Social Science and Science
- Student Tracking Forms to show student progress throughout the year

RELIGION STANDARDS
Grade Two

THEME:

Understanding that God shares His love through creation, Eucharist, redemption and guidance.

OBJECTIVES:

A. To understand that God's gift of creation brings with it a call for responsibility.
B. To understand that God sent Jesus to redeem the world.

C. To learn that Jesus shares Himself in a special way through Eucharist.
D. To learn that the Holy Spirit helps and guides us.
E. To assist the child in an appreciation of the Sacrament of Reconciliation.

1.0 <u>MESSAGE</u>: God, our Creator, sends Jesus and the Holy Spirit to help and guide us.

1.1 God

1.1.1 To learn that God made us.
1.1.2 To understand that God always loves us.
1.1.3`To learn that God always forgives us if we are sorry.
1.1.4 To learn that God allows us to make choices.
1.1.5 To learn that Jesus is the Son of God.
1.1.6 To understand that Jesus is our brother and friend.
1.1.7 To learn that Jesus died for us.
1.1.8 To learn that Jesus rose from the dead to give us new life.
1.1.9 To learn that Jesus gives us Himself in the Eucharist.
1.1.10 To learn that the Holy Spirit helps us to make choices.

1.2 Scripture

1.2.1 To understand that the Bible is a collection of stories divided into two parts.
1.2.2 To begin to respond to God's word by doing what Jesus asks of us.
1.2.3 To read and experience the Parables.
1.2.4 To introduce the use of the Bible.

1.3 Doctrine

1.3.1 To learn that we receive Jesus in the form of bread and wine through the Eucharist.
1.3.2 To learn that we give and receive forgiveness through the Holy Spirit.

2.0 <u>WORSHIP</u>: We participate in worship through liturgy and sacraments.

2.1 Sacraments

2.1.1 To understand sacraments as celebrations of Jesus' love and signs of His presence.
2.1.2 To reinforce that we enter God's family, the Church, through Baptism.
2.1.3 To reinforce that we are given new life through Baptism.
2.1.4 To emphasize that Eucharist was given to us at the Last Supper by Jesus.
2.1.5 To learn that through Eucharist we experience healing, forgiveness, and mission.
2.1.6 To learn that Eucharist is a sacrament of thanksgiving.
2.1.7 To learn that bread and wine are changed into the Body and Blood of Jesus at Eucharist.
2.1.8 To learn that Eucharist is a remembrance of Jesus' death and resurrection.
2.1.9 To learn that we will be welcomed back to God's family when we ask for forgiveness.

2.2 Prayer

2.2.1 To learn that we call on God as Creator, Redeemer, and Guide through prayer.

2.2.2 To understand the meaning of the following prayers: (1) Sign of the Cross; (2) Our Father; (3) Hail Mary; (4) Doxology (Glory to the Father...).
2.2.3 To introduce an Act of Contrition.
2.2.4 To learn the responses of the Liturgy as prayer.
2.2.5 To have the opportunity to participate in a variety of prayer forms such as recitation, spontaneous prayer, petitions, and guided meditation.

2.3 Liturgy
2.3.1 To participate in school and Sunday liturgies.
2.3.2 To understand that we gather at Liturgy to celebrate Jesus' life with us.
2.3.3 To understand that we receive special food at Eucharist.
2.3.4 To learn the two parts of the Mass.
2.3.5 To learn the basic responses and prayers used during Mass.

2.4 Liturgical Year
2.4.1 To experience Advent as a time of preparation.
2.4.2 To experience Christmas as the message of God's love.
2.4.3 To experience Lent as a time for sacrifice and giving.
2.4.4 To reinforce knowledge of the events of Holy Week.
2.4.5 To emphasize and experience the Eucharistic theme of Holy Thursday.
2.4.6 To experience the Easter season as a time for great happiness.

2.5 Feast Days
2.5.1 To learn that feast days help us celebrate special members of God's family.
2.5.2 To celebrate special feast days.

2.6 Traditions
2.6.1 To experience a variety of Marian devotions.

3.0 <u>MORALITY</u>: We develop personal responsibility.
3.1 To learn that decisions involve choices.
3.2 To reinforce that all decisions have consequences.
3.3 To experience reconciliation as a part of forgiveness.
3.4 To learn conflict resolution skills.

4.0 <u>CATHOLIC SOCIAL TEACHING</u>: We live the message of Jesus through service to others.

4.1 Justice
4.1.1 To learn and experience that we can make choices and follow rules.
4.1.2 To learn that others help us to make choices.

4.2 Peace
4.2.1 To learn that we can try again if we make a mistake.
4.2.2 To learn to share our personal gifts with others.
4.2.3 To learn that we belong to a parish community.
4.2.4 To learn that many communities make up the world.
4.2.5 To learn that we have a Christian responsibility for others in need.

4.3 Local Needs
4.3.1 To participate in local outreach.

5.0 COMMUNITY: God's people are connected by faith.

5.1 Models of Church

5.1.1 To know that the Church is the people of God.
5.1.2 To know that the Church is a community of people who follow God.
5.1.3 To know that our local community is called a parish.
5.1.4 To know that the Church is the Family of God.

5.2 Church History

5.2.1 To learn that Mary was chosen to be the Mother of Jesus.
5.2.2 To understand that Mary is the mother of Jesus.
5.2.3 To learn that Mary shows us how to love.
5.2.4 To begin to learn about patron saints.

6.0 FAMILY LIFE: The uniqueness of each person is to be nurtured.

6.1 Human Dignity

6.1.1 To understand that families come in many "forms": mothers, fathers, and children; mothers and children; fathers and children; grandparents and children.
6.1.2 To understand that families work together.
6.1.3 To learn that friends are special people.
6.1.4 To learn that we grow and change.
6.1.5 To learn that we are special and unique.
6.1.6 To understand our unique characteristics.

7.0 TERMINOLOGY:

Advent	God's Family	altar
grace	apostles	Jesus
Baptism	Last Supper	Bible
Lent	celebrate	liturgy
Christ	Mary	Christmas
Mass	communion	prayer
Easter	reconciliation	Eucharist
Sacrament	forgive	saint

8.0 SCRIPTURE REFERENCES to be used to develop the themes of the religion standards.

Genesis 2-3	First failure to love God enough
Exodus 1-14	Moses leads the people out of Egypt; first Passover
1 Kings 17: 1-16	Elijah and the widow; God provides for the poor
Psalm 51	Prayer of repentance
Psalm 139	God knows us
Mark 10: 17-25	The Rich Man, Lazarus
Luke 10: 25-37	The Good Samaritan
Luke 14: 16-24	Good News
Luke 15: 1-7	Lost Sheep
Luke 15: 11-32	Prodigal Son
Luke 19: 1-10	Zacchaeus
Luke 22: 14-20	Last Supper

John 2: 1-11	Wedding at Cana
John 6: 1-13	Jesus feeds the five thousand
John 6: 25-58	**Bread of Life**

LANGUAGE ARTS STANDARDS
Grade Two

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

By the end of second grade, your child will:

1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).
1.3 Decode two-syllable nonsense words and regular multi-syllable words.
1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).
1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
1.6 Read aloud fluently and accurately and with appropriate intonation and expression.
1.7 Understand and explain common antonyms and synonyms.
1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).
1.10 Identify simple multiple-meaning words.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material, including grade-level Bibles. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, including The Catholic Herald, online information and religious texts). In grade two, students continue to make progress toward this goal.

By the end of second grade, your child will:

2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.
2.2 State the purpose in reading (i.e., tell what information is sought).
2.3 Use knowledge of the author's purpose(s) to comprehend informational text.

2.4 Ask clarifying questions about essential textural elements of exposition (e.g., why, what if, how).
2.5 Restate facts and details in the text to clarify and organize ideas.
2.6 Recognize cause-and-effect relationships in a text.
2.7 Interpret information from diagrams, charts, and graphs.
2.8 Follow two-step written instructions.

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature and the Bible. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight and selected Bible stories, illustrate the quality and complexity of the materials to be read by students.

By the end of second grade, your child will::

3.1 Compare and contrast plots, settings, and characters presented by different authors.
3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.
3.3 Compare and contrast different versions of the same stories that reflect different cultures.
3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.

Writing

1.0 Writing Strategies

By the end of second grade, your child will:

1.1 Group related ideas and maintain a consistent focus.
1.2 Create readable documents with legible handwriting.
1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas, internet).
1.4 Revise original drafts to improve sequence and provide more descriptive detail.

2.0 Writing Applications (Genres and Their Characteristics)

By the end of second grade, your child will::

2.1 Write brief narratives based on their Christian experiences:
  a. Move through a logical sequence of events.
  b. Describe the setting, characters, objects, and events in detail.
  c. Journal in a First Communion Memory Book.
2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature, (e.g. a letter to grandparents about their First Communion)..
2.3 Write a church petition.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

By the end of second grade, your child will::

1.1 Distinguish between complete and incomplete sentences.
1.2 Recognize and use the correct word order in written sentences.
1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.
1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.
1.5 Use quotation marks correctly.
1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.
1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

Listening and Speaking

1.0 Listening and Speaking Strategies

By the end of second grade, your child will:

1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
1.2 Ask for clarification and explanation of stories and ideas.
1.3 Paraphrase information that has been shared orally by others.
1.4 Give and follow three- and four-step oral directions.
1.5 Organize presentations to maintain a clear focus.
1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
1.7 Recount experiences in a logical sequence.
1.8 Retell stories, including characters, setting, and plot.
1.9 Report on a topic with supportive facts and details.

2.0 Speaking Applications (Genres and Their Characteristics)

Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:

2.1 Recount experiences or present stories:
  a. Move through a logical sequence of events (e.g. retell Bible stories).
  b. Describe story elements (e.g., characters, plot, setting).
2.2 Report on a topic with facts and details, drawing from several sources of information.
2.3 Recite Bible verses, prayers, and songs.
2.4 Read in Mass or present a Mass reading in class.

MATHEMATICS STANDARDS

Grade Two

Number Sense

1.0 Number Relationships

By the end of Second Grade, your child will:

1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.

1.2 Use words, models, and expanded forms (e.g., 45 = 4 tens + 5) to represent numbers to 1,000.

1.3 Order and compare whole numbers to 1,000 by using the symbols <, =, >.

2.0 Addition and Subtraction

By the end of Second Grade, your child will:

2.1 Understand and use the inverse relationship between addition and subtraction to solve problems and check solutions (e.g., an opposite number sentence for 8 + 6 = 14 is 14 - 6 = 8).

2.2 Find the sum or difference of two whole numbers up to three digits.

2.3 Use mental math to find the sum or difference to two-digit numbers.

3.0 Multiplication and Division

By the end of Second Grade, your child will:

3.1 Use repeated addition, arrays, and count by multiples to do multiplication.

3.2 Use repeated subtraction, equal sharing, and form equal groups with remainders to do division.

3.3 Know/memorize multiplication tables of 2s, 5s, and 10s to "10 X 10."

4.0 Fractions and Decimals

By the end of Second Grade, your child will:

4.1 Recognize, name, and compare unit fractions from 1/12 to 1/2.

4.2 Recognize fractions of a whole and parts of a group.

4.3 Know that all fractional parts together (e.g., four fourths) equal one whole.

5.0 Computation with Money

By the end of Second Grade, your child will:

5.1 Solve problems using combinations of coins and bills.

5.2 Know and use decimal notation and the dollar and cent symbols for money.

6.0 Estimation

By the end of Second Grade, your child will:

6.1 Recognize when an estimate is reasonable in measurements.

Algebra and Functions

1.0 Number Relationships

By the end of Second Grade, your child will:

1.1 Use commutative and associative rules to simplify mental calculations and to check results.

1.2 Relate problem situations to number sentences involving addition and subtraction.

1.3 Solve addition and subtraction problems using data from simple charts, picture graphs, and number sentences.

Measurement and Geometry

1.0 Measurement

By the end of Second Grade, your child will:

1.1 Measure the length of objects by repeating a nonstandard or standard unit.
1.2 Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.
1.3 Measure the length of an object to the nearest inch and/or centimeter.
1.4 Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month).
1.5 Determine the duration of intervals of time in hours (e.g.,11:00 a.m.-4:00 p.m.).

2.0 Geometry

By the end of Second Grade, your child will:

2.1 Describe and classify plane and solid geometric shapes (e.g., circle, triangle) according to the number and shape of faces, edges, and vertices.
2.2 Put shapes together and take them apart to form other shapes.

Statistics, Data Analysis, and Probability

1.0 Data

By the end of Second Grade, your child will:

1.1 Record numerical data in systematic ways, keeping track of what has been counted.
1.2 Represent the same data in more than one way.
1.3 Identify range and mode.
1.4 Ask and answer simple questions related to data representations.

2.0 Patterning

By the end of Second Grade, your child will:

2.1 Recognize, describe, and extend patterns and determine a text term in linear patterns.
2.2 Solve problems in simple number patterns.

Mathematical Reasoning

1.0 Making Decisions about a Problem

By the end of Second Grade, your child will:

1.1 Determine the approach, materials, and strategies to be used.
1.2 Use tools, such as manipulatives or sketches, to model problems.

2.0 Solving Problems and Justify Reasoning

By the end of Second Grade, your child will:

2.1 Defend the approach, materials, and strategies to be used.
2.2 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Make Connections

By the end of Second Grade, your child will:

3.1 Note connections between one problem and another.

HISTORY/SOCIAL SCIENCE STANDARDS

Grade Two

People Who Make a Difference

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history and religion whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free market system.

2.1 Students differentiate between those things that happened long ago and yesterday by:

1. Tracing the history of a family through the use of primary and secondary sources including artifacts, photographs, interviews, and documents.
2. Comparing and contrasting their daily lives with those of parents, grandparents, and people from Bible stories.
3. Placing important events in their lives in the order in which they occurred (e.g., on a timeline or story board).

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments by:

1. Locating on a simple letter-numbered grid system the specific locations and geographic features in their neighborhood or community (e.g., map the classroom, the school).
2. Labeling a simple map from the memory of the North American continent, including the countries, oceans, Great Lakes, major rivers, mountain ranges; identifying the essential map elements of title, legend, directional indicator, scale, and date.
3. Locating on a map where their ancestors used to live, describing when their family moved to the local community, and describe how and why they make their trip.
4. Comparing and contrasting basic land use in urban, suburban, and rural environments in California.

2.3 Students explain the institutions and practices of governments on the United States and other countries, in terms of:

1. The difference between making laws, carrying out laws, determining if laws have been violated and punishing wrongdoers.
2. The ways in which groups and nations interact with one another and try to resolve problems (e.g., trade, cultural contacts, treaties, diplomacy, military force, and prayer).
3. Understand that the Ten Commandments are a basis for many of our civil laws.

2.4 Students understand basic economic concepts of their individual roles in the economy, and demonstrate basic economic reasoning skills, in terms of:

1. Food production and consumption long ago and today including the role of farmers.
2. The role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. How limits on resources require people to choose what to produce and what to consume.

2.5 Students understand the importance of individual action and character and explain how heroes and saints from long ago and the recent past make a difference in others' lives (e.g., biographies of George Washington Carver, Marie Curie, Louis Pasteur, Albert Einstein, Indira Gandhi, Abraham Lincoln, Jackie Robinson, Mother Teresa, and many saints).

SCIENCE STANDARDS
Grade Two

Physical Sciences

1.0 The motion of objects can be observed and measured. As a basis for understanding this concept, students know:

1.1 the position of an object can be described by locating it relative to another object or the background.

1.2 an object's motion can be described by recording the change in its position over time.

1.3 the way to change how something is moving is to give it a push or a pull. The size of the change is related to the strength, or the amount of "force" of the push or pull.

1.4 tools and machines are used to apply pushes and pulls (forces) to make things move.

1.5 objects near the Earth fall to the ground unless something holds them up.

1.6 magnets can be used to make some objects move without being touched.

1.7 sound is made by vibrating objects and can be described by its pitch and volume.

Life Science

1.0 God made plants and animals to have predictable life cycles. As a basis for understanding this concept, students know:

1.1 organisms reproduce offspring of their own kind. The offspring resemble their parents and each other.

1.2. the sequential stages of life cycles are different for different animals, for example butterflies, frogs, and mice.

1.3 many characteristics of an organism are inherited from the parents. Some characteristics are caused by, or influenced by, the environment.

1.4 there is variation among individuals of one kind within a population.

1.5 the germination, growth, and development of plants can be affected by light, gravity or touch, or environmental stress.

1.6 in plants, flowers and fruits are associated with reproduction.

1.7 that each person is a unique individual created by God.

1.8 that we have a moral responsibility to nurture and protect the earth God gave us.

Earth Sciences

1.0 Earth is made of materials that have distinct properties and provide resources for human activities. As the basis for understanding this concept, students know:

1.1 how to compare the physical properties of different kinds of rocks and that rock is composed of different combinations of minerals.

1.2 smaller rocks come from the breakage and weathering of larger rocks.

1.3 soil is made partly from weathered rock and partly from organic materials, and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.

1.4. fossils provide evidence about the plants and animals that lived long ago, and scientists learn about the past history of Earth by studying fossils.

1.5 rock, water, plants and soil provide many resources including food, fuel, and building materials that humans use.

1.6 that we all have a moral responsibility to care for the natural resources that God has given us.

Investigation And Experimentation

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

1.1 make predictions based on patterns of observation rather than random guessing.

1.2 measure length, weight, temperature, and liquid volume with appropriate tools in standard and non-standard units.

1.3 compare and sort common objects based on two or more physical attributes (including color, shape, texture, size, and weight).

1.4 write or draw descriptions of a sequence of steps, events, and observations.

1.5 understand that God gives us the gifts and talents to learn these concepts.

ATMOSPHERE AT HOME

We encourage all parents to consider the following ideas when setting up a home environment for increasing student learning:

1. **Provide an appropriate work space that is:**
   - Quiet with appropriate lighting.
   - Contains supplies such as paper, pencils, resources, etc.

2. **Set up an atmosphere for studying by:**
   - Scheduling a regular, daily study time where all family members are studying.

- Making sure the house is quiet during study time.
- Working on establishing trust and accountability..

3. **Be involved in your child's education by:**
   - Being a role model, setting values, and modeling good Christian values.
   - Demonstrating a positive attitude.
   - Providing help, resources, and encouragement.
   - Showing interest and supporting your child's work.
   - Upholding the school's expectations.
   - Supporting and participating in school service opportunities.

4. **Strive to establish a Christian family atmosphere by:**
   - Encouraging your child to follow the teachings of Jesus in his/her dealing with others.
   - Encouraging regular family prayer and the celebration of religious experiences.
   - Modeling Christian values.
   - Acknowledging and supporting your child's efforts.
   - Reinforcing Christian behavior.
   - Providing opportunities for service to others.

5. **Strengthen communication with your child by:**
   - Spending quality time with your child often.
   - Sharing resources from your community.
   - Establishing/enforcing reasonable consequences for behavior.

HOME ACTIVITIES FOR LANGUAGE ARTS

Reading

- Read aloud daily, child to parent/parent to child.
- Subscribe to children's magazines especially related to your child's areas of interest.

Reading Comprehension

- Have the child summarize or retell what he/she reads.
- After reading a story, have your child; (1) retell the story in order, (2) tell a different ending to the story and tell why this ending is possible, and (3) read only half of another story and have your child make up an ending. Then read the rest of the story and compare the endings.
- Ask your child questions about the story you read.

Writing

- In a journal, write a minimum of two sentences about important and/or daily events.
- Write thank you notes for presents received, good deeds, etc.
- Write invitations to a birthday party.
- Write letters to a pen pal or family member outside the home.
- Write poems, riddles, and/or jokes.

Written and Oral English Language Conventions

- Make a calendar of special family events. Be sure to capitalize proper nouns.
- Look at a newspaper with your child and highlight frequently used words (e.g., the, a, I, am). Practice spelling some of these commonly used words.
- Say a sentence to your child, (e.g., Mary has a dog.). Ask the child to identify the noun (e.g., The word Mary and dog are a nouns).
- Model proper English when speaking

Listening and Speaking

- Encourage discussion by asking questions that cannot be answered with yes or no (e.g., What was you favorite part of today and why?).
- Have the child read aloud his/her spelling words or a short story into a tape recorder. Listen and discuss the reading.
- Give your child 2 or 3 different directions. Have your child tell you the directions that were given, then follow them (e.g., Get a pencil and paper, get a drink of water, then sit down and write your name.).
- Have your child recite a poem.

HOME ACTIVITIES FOR MATHEMATICS

Number Sense

- Play card games involving numbers such as "Tens: Go Fish."
- Have your child practice counting money using coins and dollar bills (e.g., Count the change in dad's pocket, the money in a cup).
- When shopping, estimate the price of the grocery items by rounding off each price and adding.
- Practice skip counting by 2's, 5's, and 10's.

Algebra and Functions

- Talk with your child about fractional parts of things in life, such as dividing a pizza among family members. Talk about the fractional parts of each piece (e.g., The pizza was divided into 8 pieces. Each piece is 1 of the 8 pieces or 1/8th. of the pizza.).

Measurement and Geometry

- Have your child help bake from a recipe. Talk about the different ways to measure ingredients.
- Create a growth chart and have your child tell his height in both inches and centimeters.
- When driving in the car, have your child point out, and name, all the different shapes they see (e.g., circles, triangles, rectangles).

- Have your child practice telling time to the nearest quarter hour using both a digital and analog clock. Ask questions such as, "Dinner will be in 15 minutes. What time will it be?"

Statistics, Data Analysis, and Probability

- Have your child take a survey with the family or friends asking about their favorite flavor of ice cream, favorite T.V. show, favorite food, their birthday, etc. Then have your child make a chart showing the survey results.
- Play dice or board games with your child and talk about the probability of winning.

Mathematical Reasoning

- When working on a mathematics problem, have your child explain the reason for their answer.

HOME ACTIVITIES FOR HISTORY/SOCIAL SCIENCE

Things that Happened Long Ago / Things That Happened Yesterday

- Share/make a family tree with your child using pictures and family documents.
- Share and discuss, with your child, information about family members, using pictures if possible.
- Talk to your child about his/her grandparents, discussing the jobs they did compared with the jobs people do today.

Maps of People, Places, and Environments

- Help your child make a small map of the community, including the family home, school, roads, and other places of importance to the child.
- On the map, have the child draw the route from home to school. Then drive your child to school, following the map. Be sure to point out each street on the map and the "real" street.
- When taking a trip, with your child, first highlight the route to be taken on a road map. Then, during the trip, point out where you are in comparison to the map.
- When reading a book to your child, if the book talks about a location, show your child that location on the map.
- If possible, get a map of the United States. Then look on the Internet, under **www.weather.com,** and note the temperature of different cities across the United States. Record these temperatures and make comparisons every three to four days.
- Explain to your child ordinal directions (N,S,E,W) and use them when traveling.

Governmental Institutions and Practices in United States and Other Countries

- Talk to your child about how laws are made in the United States. If possible, role play the different steps used to get a law passed (e.g., determine a need, write the legislation, present to legislature, vote, present to the governor/president, implement).
- When seeing a movie that contains a court scene, talk with your child about the role of the court in our governmental system.

Basic Economic Concepts / Basic Economic Reasoning

- Take your child grocery shopping and teach them about shopping for value (e.g., Larger quantities are sometimes cheaper. Not buying name brand items may save money.).
- When eating dinner, talk with your child about how the food got from the farmer to your table.
- Visit a farm/ranch to see how food is grown/raised.
- Compare the process of growing food today with food production long ago (e.g., planting rice by airplane vs planting rice by hand).
- When shopping, talk about buying things that are on sale and reasons why the store is willing to take a lower price for the item.
- When shopping, talk about the concept of supply and demand (e.g., Why does the price of gasoline go up when the supply is low?).

Heroes Made a Difference in Others' Lives

- As a family, pick an American hero and list the things the person did that made a difference in other's lives (e.g., Thomas Edison, Abe Lincoln, Louis Pasteur).
- Have each member of the family make a poster showing the accomplishments of the American hero. Display the posters around the house.
- During each legal holiday, talk about the person being celebrated and discuss the things that person did for others (e.g., Fourth of July - People who fought for freedom).
- Play the game "Who am I" with the family. One family member names the accomplishments of a Hero while the other family members guess that person's name. Count the number of clues needed before someone guesses the person's name.

HOME ACTIVITIES FOR SCIENCE

Physical Sciences

Motion of Objects Can be Observed and Measured

- Help your child make different musical instruments (e.g., rubber band guitars, ruler, bottles with water). Help them discover the following; (1) when objects vibrate, they create sound, and (2) the faster the vibration, the higher the sound.
- When riding bikes together, talk about the force that makes the bike go forward. Discuss the force that moves other things they ride (e.g., skate board, skates, car).
- Give your child a good magnet and ask him/her to find all the things that a magnet will pick up. Record this information and draw some conclusion. Next, encourage your child to find some way to prove that he can move things, with a magnet, without touching them.

Life Sciences

Plants and Animals have Predictable Life Cycles

- With your child, get a book that talks about the life cycles of different animals. Discuss how babies look for different animals, insects, butterflies, frogs, mice, etc.
- While looking at this book, talk about how the babies resemble their parents or how they grow up to resemble their parents.
- Grow some plants. With one plant, treat it nicely, talking to it and giving it the best growing conditions. With the second plant, put it outside and give it water when needed, but leave it alone. With the third plant, put it in a window, give it water, but make it listen to rock music for long periods of time. After a month, see which plant is growing the best and why.

Earth Sciences

Earth's Materials have Distinct Properties and Provide Resources

- Help your child begin a rock collection. Ask questions about the properties of each rock and ask why rocks are different (e.g., Rocks are different because of the way they are made and/or their mineral content.).
- While traveling, look for fossils or layers of a canyon and discuss why the canyon has different colors.
- At home, make a canyon in a glass jar by pouring in different colored substances, one at a time, so the jar has layers of color.

Investigation and Experimentation

Scientific Progress is Made by Asking Meaningful Questions and Conducting Investigations

- Help your child use a:
  1. Thermometer to measure the temperature of air and water.
  2. Yard stick to measure the size of two rooms in the house.
  3. Clock to measure the time it takes to complete a project.
  4. Tape measure to measure wood for a project.
  5. Measuring cup to measure ingredients for baking.

- Using the thermometer, help your child take the temperature of the air at a specific time each day and record the results in an organized manner.

STUDENT'S RECORDS

How is your child's progress in school? Is he/she learning the required skills for their grade level? Are these questions that you have been asking? The **Student Records** on the following pages will allow you to identify the Standards your child has learned this year.

How to use the Student Records

As you see that your child has mastered one of the skills on the **Student Record,** write a date in the appropriate box. You could find out that your child knows the skill by: (1) giving them a test; (2) looking at your child's school papers; (3) observing your child

perform the skill in his/her everyday life experiences, etc. Whatever the case, this **Student Record** is available for you to chart your child's progress throughout the school year.

Using the Student Record During a Teacher Conference

While talking to the teacher take out the **Student Record** and discuss your findings with the teacher. In this way, you are discussing real data about your child's knowledge of skills. During the discussion, the teacher may suggest changes to the **Student Record** because of classroom assessments or observations.

Keys to Success

Remember the following keys:

1. Always take this handbook to your teacher/parent conference so you can track your child's educational progress.
2. As your child demonstrates their knowledge of a specific skill, always write the date in the space provided.
3. Plan home activities that will help your child master one or more of the skills listed, then record his/her progress.
4. Discuss, with your child, his/her progress and set goals.

THIRD GRADE
CONTENT STANDARDS

Parent Handbook

_____ School

Diocese of Sacramento

Content Standards for

THIRD GRADE

Why Content Standards?

With the adoption of content standards, California is stating–explicitly–the content that students need to acquire at each grade level from Kindergarten through grade twelve. With student mastery of this content, schools will be equal to those in the best educational systems in other states and nations.

How to Improve Student Performance?

Strong performance on standardized tests is an increasingly important part of life for all students. Access to higher education, most specialized employment licenses, and many public and private occupational opportunities depend on acceptable performance of one form or another on standardized tests.

The goal is to focus instruction on Standards, coordinate instruction between classrooms, and use common student assessments. These must emphasize both the content and assessment format students may face in the future in order to significantly increase student learning and student achievement on formal and informal assessments.

Goals for your Child's Education

Research has proven that student learning and overall productivity increases with the implementation of a Standards-based educational system. Standards define the curriculum for each grade level, a curriculum that is coordinated from grade level to

grade level and one that identifies the level of instruction appropriate for each grade. As teachers and parents understand the curriculum expectations at a specific grade level, they can provide the type of learning experiences that will allow the student successful achievement in all Standards.

How to Use this Parent Handbook

Use this handbook as a guide to your child's education in Third Grade by:

- Reading the Standards your child should learn during the year.
- Helping your child learn the different Standards by doing the suggested Home Activities and providing instruction when your child is having trouble with his/her homework.
- Tracking your child's progress during the year using the "Student Progress Chart" found in this document.
- Taking this Handbook to your child's parent/teacher conference. At this time, compare the teacher's Student Progress Chart with your own chart, and discuss the Standards that the child needs to master.

Parent Handbook Components

This document contains:

- Third Grade Standards for Religion, Language Arts, Mathematics, History–Social Science and Science
- Home Atmosphere Suggestions for improved student performance
- Home Activities for Language Arts, Mathematics, History–Social Science and Science
- Student Tracking Forms to show student progress throughout the year

RELIGION STANDARDS
Grade Three

THEME:

Understanding that part of God's Kingdom is our membership in the Church.

OBJECTIVES:

A. God's Kingdom is God's loving power at work in the world.
B. The Holy Spirit has helped the Church grow in the Kingdom.
C. God's Kingdom grows in all of us through the Sacraments.

D. People are all called to further the Kingdom by developing our own gifts and talents.

1.0 MESSAGE: The Kingdom of God on earth is experienced through participation in the life of the Church.

1.1 God

1.1.1 To understand that Jesus is the Messiah.
1.1.2 To understand that Jesus' life on earth was as a teacher to us.
1.1.3 To understand that Jesus accepted His cross.
1.1.4 To develop a closer relationship with Jesus and His mother Mary.
1.1.5 To introduce the role of the Holy Spirit in the Church today.

1.2 Scripture

1.2.1 To learn through parables, Jesus' vision of the Kingdom.
1.2.2 To understand Jesus' teachings through miracles, gestures, prayers, and love.
1.2.3 To introduce thanksgiving and praise Psalms as a way of praising God.
1.2.4 To guide children into understanding how to spread the Good News.
1.2.5 To learn the Word of God is spread through the help of the Holy Spirit.

1.3 Doctrine

1.3.1 To learn that Jesus offers us life forever.
1.3.2 To learn the Church is One, Holy, Catholic and Apostolic Church.
1.3.3 To understand that the Pope is the successor of St. Peter, and the Bishops/Priests are successors of the apostles.

2.0 WORSHIP: We experience God's love through signs and symbols.

2.1 Sacraments

2.1.1 To learn the names and symbols of the seven sacraments.
2.1.2 To understand that sacraments bring people closer to God and nourish their membership in the Kingdom.
2.1.3 To learn how the sacraments express and enrich our faith.
2.1.4 To learn that the sacraments are rooted in ancient rituals.
2.1.5 To learn that Jesus shares His life through the sacraments.

2.2 Prayers

2.2.1 To know the following prayers: (1) Sign of the Cross; (2) Doxology (Glory to the Father...); (3) Lord's Prayer: (4) Grace before and after meals; (5) Hail Mary
2.2.2 To learn the Creed.
2.2.3 To develop the ability to compose simple prayers.
2.2.4 To have the opportunity to participate in a variety of prayer forms such as recitation, spontaneous prayer, guided meditation, gestures, song, and dance.

2.3 Liturgy

2.3.1 To reinforce the prayers of the Eucharistic liturgy.
2.3.2 To participate in planning liturgies.
2.3.3 To reinforce that there are two parts of the Mass.

2.4 Liturgical Year

2.41 To celebrate the seasons and solemnities of the Church Year:

Advent	Ash Wednesday
Easter	Ordinary Time
Christmas	Lent
Ascension Thursday	Epiphany
Holy Week	Pentecost

2.5 Feast Days

2.5.1 To celebrate feast days of the saints.

2.5.2 To understand the celebrations associated with Holy Days.

2.6 Traditions

2.6.1 To understand the rituals of Advent such as Advent wreath, Jesse Tree.

2.6.2 To understand the rituals of Lent such as Ashes, Stations of the Cross, Washing of the Feet, fasting and almsgiving.

2.6.3 To further understand rituals and traditions of the Catholic Church associated with the Holy Days.

3.0 MORALITY: Individual decisions affect others as well as ourselves.

3.1 To reinforce that our decisions involve choices.

3.2 To recognize responsibility for personal choices.

3.3 To continue to experience reconciliation as a part of forgiveness.

3.4 To learn that it is not fair to be unkind to others because of their race, sex, religion or handicap.

4.0 CATHOLIC SOCIAL TEACHING: We live the Christian message in service to others.

4.1 Justice

4.1.1 To continue to learn to practice fairness.

4.1.2 To treat others as we want to be treated.

4.1.3 To learn about the Corporal and Spiritual Works of Mercy and have the opportunity to practice them.

4.2 Peace

4.2.1 To learn that we belong to a world-wide circle of people who are building the Kingdom of God.

4.2.2 To use conflict resolution skills.

4.3 Local Needs

4.3.1 To continue to participate in local outreach programs.

4.3.2 To continue to participate in the needs of the parish.

5.0 COMMUNITY: The Church community is related to our own lives.

5.1 Models of Church

5.1.1 To learn that the Holy Spirit has worked within the Church throughout all time.

5.1.2 To learn that we are Catholic Christians.

5.1.3 To understand that People of God make up a parish community.

5.1.4 To understand that we are all disciples of God.

5.1.5 To learn about the role of the laity, priests, religious, bishops, cardinals, and the pope.
5.1.6 To recognize that the Church has many functions: Institution, Herald, Sacrament, and Servant.

5.2 Church History

5.2.1 To learn that Jesus sent the Holy Spirit to help the Church carry on the work of the Kingdom.
5.2.2 To learn how the early Christians worked for the Kingdom.

5.3 Mary/Saints

5.3.1 To learn about Mary in the following roles:

Mother of Jesus	Mother of the Church
Friend of the apostles	Our Mother
Queen of Saints	

5.3.2 To learn about the work of the saints as they spread the Good News.
5.3.3 To continue to learn about patron saints.

6.0 <u>FAMILY LIFE</u>: Life is begun and nurtured in a loving family.

6.1 Human Dignity

6.1.1 To understand that all people are gifts of God.
6.1.2 To understand and learn about human families.
6.1.3 To learn the importance of developing a positive self worth.
6.1.4 To study the reproductive cycles of living.
6.1.5 To understand feelings in communicating with others.
6.1.6 To reinforce a sense of respect and reverence for all life.

7.0 <u>TERMINOLOGY</u>:

Ascension	Kingdom of God	blessings	repents
Liturgy of the Word	cardinal	loyalty	respect
Christian	martyr	reverence	religious community
church	Messiah	Sabbath	ordained
miracles saint	Communion of Saints		vocation
community	mission	scripture	vow
disciples	missionary	shepherd	
faith	new life	stewardship	
Gifts of the Holy Spirit		grace	
heaven	parable	witnesses	
holy	preaching	Word of God	
initiation	proclaim	Passover	

8.0 <u>SCRIPTURE REFERENCES</u> to be used to develop the themes of the religion standards.

Genesis 1	God as Creator
Genesis 12	God gathers His people
Isaiah 7: 10-14	Emmanuel, God with us, foreshadows Jesus
Isaiah 9, 11: 1-9	Rule of Emmanuel; promise of the Kingdom fulfilled in Jesus
Psalm 104: 30	God's spirit sent over the earth

John 14: 9-26, 26	Jesus reveals the Father, Son, and Holy Spirit
John 3: 16	Jesus is sent by God
Matthew 28: 18-20	Commissioning of the apostles
Matthew 13: 44-46	Parables of the Kingdom
Acts 2: 1-13	Pentecost
Luke 6: 12-16	Call of the apostles
Luke 16: 18-20	Peter as leader
John 19: 26-27	Mary as our Mother
Luke 18: 35-43	Cure of the blind man
Mark 7: 31-37	Cure of the deaf man

LANGUAGE ARTS STANDARDS
Grade Three

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

By the end of third grade, your child will:

1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
1.2 Decode regular multi-syllabic words.
1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).
1.6 Use sentence and word context to find the meaning of unknown words.
1.7 Use a dictionary to learn the meaning and other features of unknown words.
1.8 Use knowledge of prefixes (e.g., un-, re-, pre,- bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material, including grade-level Bibles. They draw upon a variety of comprehension strategies as needed (e.g., generating and
responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-

appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

By the end of third grade, your child will:

2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.
2.3 Demonstrate comprehension by identifying answers in the text.
2.4 Recall major points in the text and make and modify predictions about forthcoming information.
2.5 Distinguish the main idea and supporting details in expository text.
2.6 Extract appropriate and significant information from the text, including problems and solutions.
2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature and the Bible. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

By the end of third grade, your child will:

3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).
3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
3.4 Determine the underlying theme or author's message n fiction and nonfiction text.
3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.
3.6 Identify the speaker or narrator in a selection.

Writing

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purposes. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

By the end of third grade, your child will:

1.1 Create a single paragraph:
  a. Develop a topic sentence.
  b. Include simple supporting facts and details.

1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.
1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia, internet).
1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and Christian experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade three outlined in Writing Standard 1.0, students:

2.1 Write narratives:
   a. Provide a context within which an action takes place.
   b. Include well-chosen details to develop the plot.
   c. Provide insight into why the selected incident is memorable.
2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, and experiences.
2.3 Write personal and formal letters, thank-you notes, and invitations:
   a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.
   b. Include the date, proper salutation, body, closing, and signature.
2.4 Write a Church petition.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Students write and speak with a command of standard English conventions appropriate to this grade level.

By the end of third grade, your child will:

1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.
1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.
1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.
1.5 Punctuate dates, city and state, and titles of books correctly.
1.6 Use commas in dates, locations, and addresses and for items in a series.
1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.

1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from –y to –ies when forming the plural), and common homophones (e.g., hair-hare).

1.9 Arrange words in alphabetic order.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

By the end of third grade, your child will:

1.1 Retell, paraphrase, and explain what has been said by a speaker.
1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.
1.3 Respond to questions with appropriate elaboration.
1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).
1.5 Organize ideas chronologically or around major points of information.
1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.
1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.
1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).
1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.
1.10 Compare ideas and points of view expressed in broadcast and print media.
1.11 Distinguish between the speaker's opinions and verifiable facts.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:

2.1 Make brief narrative presentations:
  a. Provide a context for an incident that is the subject of the presentation.
  b. Provide insight into why the selected incident is memorable.
  c. Include well-chosen details to develop character, setting, and plot.
2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
2.4 Read in Mass or present a Mass reading in class.

MATHEMATICS STANDARDS
Grade Three

Number Sense

1.0 Place Value

By the end of Third Grade, your child will:

1.1 Count, read, and write whole numbers to 10,000.
1.2 Compare and order whole numbers to10,000.
1.3 Identify the place value for each digit in numbers to 10,000.
1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.
1.5 Use expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6).

2.0 Computation

By the end of Third Grade, your child will:

2.1 Find the sum or difference of two whole numbers between 0 and 10,000.
2.2 Memorize multiplication tables from 1 to 10.
2.3 Use the inverse relationship of multiplication and division to compute and check results.
2.4 Solve multiplication problems when multiplying by one-digit numbers.
2.5 Solve division problems when dividing by a one-digit number with no remainder.
2.6 Understand the special properties of 0 and 1 in multiplication and division.
2.7 Determine the unit cost when given the total cost and number of units.
2.8 Solve problems that require two or more of the skills mentioned above.

3.0 Fractions and Decimals

By the end of Third Grade, your child will:

3.1 Compare equivalent fractions using drawings or concrete materials.
3.2 Add and subtract simple fractions.
3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts..
3.4 Understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is 1/2 of a dollar).

Algebra and Functions

1.0 Number Sentences

By the end of Third Grade, your child will:

1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.

1.2 Solve problems involving numeric equations or inequalities.
1.3 Select the appropriate operation to make an expression true (e.g., 4 x 3 = 12).
1.4 Express simple unit conversions in symbolic form (e.g., in. = ___ feet x 12).
1.5 Recognize and use the commutative and associative properties of multiplication (e.g., if 5 x 7 x 3 = 105, then what is 7 x 3x 5?).

2.0 Functional Relationships

By the end of Third Grade, your child will:

2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).
2.2 Extend and recognize a linear pattern.

Measurement and Geometry

1.0 Measurement

By the end of Third Grade, your child will:

1.1 Choose the appropriate tools and units (metric and U.S.) and estimating and measuring the length, liquid volume, and weight/mass of given objects.
1.2 Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.
1.3 Find the perimeter of a polygon with integer sides.
1.4 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).

2.0 Geometry

By the end of Third Grade, your child will:

2.1 Identify, describe, and classify polygons.
2.2 Identify attributes of triangles (e.g., two equal sides for the isosceles triangle).
2.3 Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle).
2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.
2.5 Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).
2.6 Identify common solid objects that are the components needed to make a more complex solid object.

Statistics, Data Analysis, and Probability

1.0 Data

By the end of Third Grade, your child will:

1.1 Identify whether common events are certain, likely, unlikely, or improbable.
1.2 Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keeping track of the outcomes when the event is repeated many times.
1.3 Summarize and display the results of probability experiments in a clear and organized way (e.g., using a bar graph).

1.4 Use the results of probability experiments to predict future events.

Mathematical Reasoning

1.0 Make Decisions about a Problem

By the end of Third Grade, your child will:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

1.2 Determine when and how to break a problem into simpler parts.

2.0 Solve Problems, Justify Reasoning

By the end of Third Grade, your child will:

2.1 Use estimation to verify the reasonableness of calculated results.

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Use a variety of methods (e.g., words, numbers, symbols) to explain mathematical reasoning.

2.4 Express the solution clearly and logically.

2.5 Indicate the relative advantages of exact and approximate solutions to problems.

2.6 Make precise calculations and check the validity of the results.

3.0 Make Connections

By the end of Third Grade, your child will:

3.1 Evaluate the reasonableness of the solution.

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3.3 Develop generalizations of the results obtained and apply them in other circumstances.

HISTORY/SOCIAL SCIENCE STANDARDS
Grade Three

Continuity and Change

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks of current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants and the impact they have had in forming the character of our contemporary society.

3.1 Students describe the physical and human characteristics of place and use contemporary maps, tables, graphs, photos, and charts to organize information about people, places and environments in a spatial context by:

1. Identifying geographical features found in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Tracing the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

3.2 Students describe the American Indian nations in their local region long ago in the recent past, in terms of:

1. The national identities, religious beliefs, customs, and various folklore traditions.
2. How physical geography including climate influenced the way that local Indian nation(s) adapted to their natural environment (e.g., how they obtained their food, clothing, tools).
3. The economy and systems of government, particularly those with tribal constitutions.
4. The interaction of new settlers with the already established Indians of the region.

3.3 Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land, in terms of:

1. The explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including the cultural and religious traditions of the different groups.
2. The economies established by settlers and their influence on the present day economy, with emphasis on the importance of private property and entrepreneurship.
3. Why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing upon primary sources (e.g., maps, photographs, oral histories, letters, newspapers).

3.4 Students understand the role of rules and laws in our daily lives, and the basic structure of the United States government, in terms of:

1. Why we have rules, laws, and the U.S. Constitution; the role of citizenship in promoting rules and laws; the consequences for violating rules and laws.
2. The important of public virtue and the role of citizens, including how to participate in a classroom, community and in civic life.
3. The stories behind important local and national landmarks, and the essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
4. The three branches of government (with an emphasis on local government).
5. How California, the other states, and sovereign tribes combine to make the nation and participate in the federal system.
6. The lives of American heroes who took risks to secure freedoms (e.g., biographies of Martin Luther King Jr., Thomas Jefferson, Benjamin Franklin, Frederick Douglass, Abraham Lincoln, Harriet Tubman).

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region. In terms of:

1. How local producers have used natural resources, human resources and capital resources to produce goods and services in the past and present.
2. How some things are made locally, some elsewhere in the U.S., and some abroad.
3. How individual economic choices involve tradeoffs and the evaluation of benefits and costs.

SCIENCE STANDARDS

Third Grade

Physical Science

1.0 God created energy and matter in their multiple forms. They can be changed from one form to another. As a basis for understanding this concept, students know:

1.1 energy comes from the sun to the earth in the form of light.
1.2 sources of stored energy take many forms: such as food, fuel and batteries.
1.3 machines and living things convert stored energy to motion and heat.
1.4 energy can be carried from one place to another by waves, such as water waves and sound, by electric current and by moving objects.
1.5 matter has three forms: solid, liquid, and gas.
1.6 evaporation and melting are changes that occur when the objects are heated.
1.7 when two or more substances are combined a new substance may be formed that can have properties that are different from those of the original materials.
1.8 all matter is made of small particles called atoms, too small to see with our eyes.
1.9 people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are over 100 atoms, which are displayed on the Periodic Table of the Elements.

2.0 Jesus is the light of the world. Light has a source and travels in a direction. As a basis for understanding this concept, students know:

2.1 sunlight can be blocked to create shadows.
2.2 light is reflected from mirrors and other surfaces.
2.3 the color of light striking an object affects how our eyes see it.
2.4 we see objects when light traveling from an object enters our eye.

Life Sciences

1.0 God created plants and animals to have adaptations in their physical structure or behavior to improve an organism's chance for survival. As a basis for this under-
standing this concept, students know:

1.1 plants and animals have structures that serve different functions in growth, survival, and reproduction.
1.2 plants are either seed or non-seed.
1.3 plants make their own food.
1.4 examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
1.5 living things cause changes in the environment where they live; some of these changes are detrimental to the organism or other organisms, whereas others are beneficial.
1.6 when the environment changes, some plants and animals survive and reproduce, and others die or move to new locations
1.7 some kinds of organisms that once lived on Earth have completely disappeared, although they resembled others that are alive today.

Earth Sciences

1.0 God created our universe with objects in the sky that move in regular and predictable patterns. As a basis for understanding this concept, students know:

1.1 the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen at different seasons.
1.2 how the moon's appearance changes during the four-week lunar cycle.
1.3 telescopes magnify the appearance of some distant objects in the sky, including the moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than can be seen by the unaided eye.
1.4 the Earth is one of several planets that orbit the sun, and the moon orbits the Earth.
1.5 the position of the sun in the sky changes during the course of the day and from season to season.

Investigation And Experimentation

1.0 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content the other three strands, students should develop their own questions and perform investigations. Students will:

1.1 repeat observations to improve accuracy, and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.
1.2 differentiate evidence from option, and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.

1.3 use numerical data in describing and comparing objects, events and measurements.
1.4 predict the outcome of a simple investigation, and compare the result to the prediction.
1.5 collect data in an investigation and analyze them to develop a logical conclusion.

ATMOSPHERE AT HOME

We encourage all parents to consider the following ideas when setting up a home environment for increasing student learning:

1. **Provide an appropriate work space that is:**
   - Quiet with appropriate lighting.
   - Contains supplies such as paper, pencils, resources, etc.

2. **Set up an atmosphere for studying by:**
   - Scheduling a regular, daily study time where all family members are studying.
   - Making sure the house is quiet during study time.
   - Working on establishing trust and accountability..

3. **Be involved in your child's education by:**
   - Being a role model, setting values, and modeling good Christian values.
   - Demonstrating a positive attitude.
   - Providing help, resources, and encouragement.
   - Showing interest and supporting your child's work.
   - Upholding the school's expectations.
   - Supporting and participating in school service opportunities.

4. **Strive to establish a Christian family atmosphere by:**
   - Encouraging your child to follow the teachings of Jesus in his/her dealing with others.
   - Encouraging regular family prayer and the celebration of religious experiences.
   - Modeling Christian values.
   - Acknowledging and supporting your child's efforts.
   - Reinforcing Christian behavior.
   - Providing opportunities for service to others.

5. **Strengthen communication with your child by:**
   - Spending quality time with your child often.
   - Sharing resources from your community.
- Establishing/enforcing reasonable consequences for behavior.

HOME ACTIVITIES FOR LANGUAGE ARTS

Reading

- Have your child read aloud each night, reading periodicals, recipes, storybooks, etc.
- Take your child to the library/book store.
- Read to your child.
- Read in front of your child, modeling the importance of reading.
- Have your child read aloud every night.

Reading Comprehension

- Have family discussions about things read, including book reviews, discussions about various characters in a story, etc.
- Have your child follow a set of directions such as a recipe, assembling something, building a model, scavenger hunt, etc.
- After reading a story, have your child; (1) tell the story in order, (2) tell you a different ending to the story and tell why this ending is possible, and (3) read only half of another story and have your child make up the ending. Then read the rest of the story and compare endings.

Writing

- In a journal, have your child write a minimum of two sentences about important or daily events.
- Have your child write thank you notes for presents received, good deeds, etc.
- Have your child write letters to a pen pal.
- Have your child write down phone messages.
- Have your child write and answer E-Mail messages.

Written and Oral English Language Conventions

- Play word games such as Scrabble, Probe, Scatergories, Pictionary, with your child.
- Look at a newspaper together and highlight nouns and verbs.
- Have your child make up a story and tell it to the rest of the family.
- Model proper English usage.

Listening and Speaking

- Have your child give oral directions to another member of the family.
- Have your child recite a poem or prayer.
- Encourage your child to discuss the days events at school.
- Sing a song with your child and/or sing along with a tape/CD.

HOME ACTIVITIES FOR MATHEMATICS

Number Sense

- Play card games and/or computer games with your child that involve numbers.
- Work with your child on addition, subtraction, and multiplication facts using flash cards.

- When shopping, have your child estimate the price of the grocery items by rounding off each price and adding.
- Have your child make a budget for his/her allowance.
- Give your child opportunities to make change for more than $1.00.

Algebra and Functions

- Ask your child questions such as, "I have 3 coins in my hand. How many more coins do I need to have 12 coins?"
- With your child, play "Fill in the Blank" game saying, "3 plus what number is 9" *or* 7 take away what number is 2?"

Measurement and Geometry

- Have your child help bake from a recipe. Talk about the different ways to measure ingredients and how to double a recipe.
- Create a growth chart of your child's height and weight for one year. Have your child read the different entries on the chart.
- Have your child identify different shapes in nature, in the community, and in the kitchen.
- When grocery shopping, talk to your child about measures by reading the weight on cans, cereal boxes, etc.
- Have your child practice telling time to the nearest minute using both a digital and analog clock.

Statistics, Data Analysis, and Probability

- Have your child record the statistics (e.g., win/loss record, points scored) of his/her favorite team or player on a chart and draw conclusions from the information.
- Have your child keep track of the weather (e.g., high and low temperatures, wind speed) for one week and record the information on a table. Have the child interpret the table to another member of the family.
- Play dice games such as "Yahtzee" with your child and discuss the probability of winning.

Mathematical Reasoning

- Have your child plan a party, including the guest list, order of activities, and cost for refreshments.
- Play games such as "Connect Four" and "Battleship" with your child.
- Plan a garden with your child, making a drawing of the location of each plant.
- Work jigsaw puzzles with your child and the rest of the family.

HOME ACTIVITIES FOR HISTORY/SOCIAL SCIENCE

Physical and Human Geography

- Take a family trip, crossing county lines, and discuss the topographical and environmental differences including the differences when in the mountains, the foothills, along the valley floor, and by a river.
- When traveling, point out how humans have modified the land for their benefit (e.g., building a dam for water storage and generating power).

American Indian Nations in the Local Region

- Read a story, with your child, about the American Indians who lived in your county, learning how the Indians built their homes, raised their food, etc.
- Using the information learned, help your child build a model of an Indian home or other structure.

Local Historical Events and How a Settlement left its Mark on the Land

- Have your child discuss with friends and family how life has changed in the county during their life span.
- As a family, visit different historical sites in the county. Learn about each site then have your child make a poster encouraging others to visit that historical site.

Rules and Laws and the Basic Structure of the U.S. Government

- With your child, make a flow chart showing how an idea is developed, revised, and then moved through the governmental structure before becoming a law.
- Look on the Internet and find the variety of bills that are voted on by Congress in one day, one week, one month.
- With your child, watch CSPAN, observing the Senators in action as they vote on a bill. Discuss observations with your child..

Economic Reasoning and the Economy of the Local Region

- Help your child learn how to count the correct amount of change when purchasing an object.
- To practice making change, give your child some money to purchase an item from the store. At home, have your child tell you the total price, the amount given to the store clerk, then have your child count the correct change.
- Have your child earn money by doing chores around the house. Help them learn that working on a job results in a paycheck.
- Look at an old local newspaper and notice the prices of different items 20 years ago, 50 years ago, 75 years ago. Talk with your child about why prices have increased.

HOME ACTIVITIES FOR SCIENCE

Physical Sciences

Energy and Matter have Multiple Forms

- Have your child place a thermometer in the sun and one in the shade. After an hour, have your child read the different temperatures. Talk about the sun's heat as a source of energy.
- Have your child grow two plants. After the plants have leaves, place one plant in a closet, out of the sun, and the other in the sun. Observe the differences. Talk about the sun's effect on plants.
- Talk with your child about atoms and that all matter is made up of atoms. Get a book from the library and read with your child information about atoms.

Light has a Source and Travels in a Direction

- As a family, use a flashlight and have each member of the family make different "shadow creatures" on the wall. Name the item made.
- We know that light travels in a straight line. Therefore, see if your child can reflect light around corners using mirrors.

Life Sciences

Adaptations may Improve an Organism's Chance for Survival

- Have your child care for some plants, learning that a plant needs food, the proper amount of water, and sun light.
- Have your child raise a small animal in a cage (e.g., rat, hamster). After a few weeks or months, have your child change the animal's habitat and watch the animal's reaction. Talk about the new habitat and how the animal adjusted.
- With your child, look in books to discover some of the diverse forms of life in the oceans, deserts, tundra, forests, grasslands, and wetlands.

Earth Sciences

Objects in the Sky Move in Regular and Predictable Patterns

- With your child, look at the night sky, looking for different star patterns. Then have your child look for these same star patterns one week later to see if they are in the same place or have moved. Discuss with your child what he/she observed.
- Place a stick in the ground to measure the sun's shadow. Record the distance of the shadow each month for one year. Discuss why the shadow gets longer or shorter.
- Use a telescope or binoculars to look at the night sky, noting the number of stars that can be seen using these devices.
- Talk with your child about the three forms of matter, solid, liquid, gas.

Investigation and Experimentation

Scientific Progress is Made by Asking Meaningful Questions and Conducting Investigations

- Help your child use a:
  1. Thermometer to measure the temperature of air and water.
  2. Yard stick to measure the size of two rooms in the house.
  3. Clock to measure the time it takes to complete something.
  4. Tape measure to measure wood for a project.
  5. Measuring cup to measure ingredients for baking.

- Using the clock, help your child record the time it takes to complete different things (e.g., brushing your teeth, washing dishes, making the bed, running one block, riding the bike around the block, etc.). Next, help your child record this data in an organized manner.

STUDENT'S RECORDS

How is your child's progress in school? Is he/she learning the required skills for their grade level? Are these questions that you have been asking? The **Student Records** on the following pages will allow you to identify the Standards your child has learned this year.

How to use the Student Records

As you see that your child has mastered one of the skills on the **Student Record,** write a date in the appropriate box. You could find out that your child knows the skill by: (1) giving them a test; (2) looking at your child's school papers; (3) observing your child perform the skill in his/her everyday life experiences, etc. Whatever the case, this **Student Record** is available for you to chart your child's progress throughout the school year.

Using the Student Record During a Teacher Conference

While talking to the teacher take out the **Student Record** and discuss your findings with the teacher. In this way, you are discussing real data about your child's knowledge of skills. During the discussion, the teacher may suggest changes to the **Student Record** because of classroom assessments or observations.

Keys to Success

Remember the following keys:

1. Always take this handbook to your teacher/parent conference so you can track your child's educational progress.
2. As your child demonstrates their knowledge of a specific skill, always write the date in the space provided.
3. Plan home activities that will help your child master one or more of the skills listed, then record his/her progress.
4. Discuss, with your child, his/her progress and set goals.

FOURTH GRADE CONTENT STANDARDS

Parent Handbook

_____ School

Diocese of Sacramento

Content Standards for

FOURTH GRADE

Why Content Standards?

With the adoption of content standards, California is stating–explicitly–the content that students need to acquire at each grade level from Kindergarten through grade twelve. With student mastery of this content, schools will be equal to those in the best educational systems in other states and nations.

How to Improve Student Performance?

Strong performance on standardized tests is an increasingly important part of life for all students. Access to higher education, most specialized employment licenses, and many public and private occupational opportunities depend on acceptable performance of one form or another on standardized tests.

The goal is to focus instruction on Standards, coordinate instruction between classrooms, and use common student assessments. These must emphasize both the content and assessment format students may face in the future in order to significantly increase student learning and student achievement on formal and informal assessments.

Goals for your Child's Education

Research has proven that student learning and overall productivity increases with the implementation of a Standards-based educational system. Standards define the curriculum for each grade level, a curriculum that is coordinated from grade level to grade level and one that identifies the level of instruction appropriate for each grade. As

teachers and parents understand the curriculum expectations at a specific grade level, they can provide the type of learning experiences that will allow the student successful achievement in all Standards.

How to Use this Parent Handbook

Use this handbook as a guide to your child's education in Fourth Grade by:

- Reading the Standards your child should learn during the year.
- Helping your child learn the different Standards by doing the suggested Home Activities and providing instruction when your child is having trouble with his/her homework.
- Tracking your child's progress during the year using the "Student Progress Chart" found in this document.
- Taking this Handbook to your child's parent/teacher conference. At this time, compare the teacher's Student Progress Chart with your own chart, and discuss the Standards that the child needs to master.

Parent Handbook Components

This document contains:

- Fourth Grade Standards for Religion, Language Arts, Mathematics, History–Social Science and Science
- Home Atmosphere Suggestions for improved student performance
- Home Activities for Language Arts, Mathematics, History–Social Science and Science
- Student Tracking Forms to show student progress throughout the year

RELIGION STANDARDS
Grade Four

THEME:

The focus is on morality. God's people are called throughout history to new life. This life is marked by personal response to God, through fidelity to the commandments, beatitudes, and acts of love and service.

OBJECTIVES:

A. To develop an understanding of the Christian way of life.

B. To assist the child in developing concepts of right and wrong within the context of Christian response to God's call.
C. To assist the child in an appreciation of the Sacraments of Reconciliation.

1.0 <u>MESSAGE</u>: God's relationship with God's people is based on unconditional love.

1.1 God

1.1.1 To appreciate God as loving Creator.
1.1.2 To realize that God is not the creator of evil and sin in the world.
1.1.3 To come to know Jesus as the sign of God's eternal, loving covenant with humanity.
1.1.4 To understand that the Holy Spirit is God's ever present force in human history.
1.1.5 To reinforce Jesus' peace and forgiveness.
1.1.6 To understand Jesus' death and resurrection.

1.2 Scripture

1.2.1 To learn the nature of covenant relationship through the study of creation, Noah, Abraham and Sarah, Exodus, and Sinai Covenant.
1.2.2 To guide students to an understanding of broken human covenants (the Fall, Cain and Abel, the Flood, Tower of Babel, Captivity).
1.2.3 To learn of God's constant call to reconciliation (Noah, Covenant, Moses, Sinai).
1.2.4 To understand Jesus as God's New Creation (New Covenant, Great Commandment).
1.2.5 To realize that Jesus gives us a new way of life (Beatitudes, Admonition to Love, Farewell Discourse).
1.2.6 To lead students to a Christian response in reconciliation (Lost Sheep, Sinful Woman).
1.2.7 To learn that the Bible is divided into chapter and verse.

1.3 Doctrine

1.3.1 To learn of the eternal mercy of God.
1.3.2 To learn that we are called to respond to God's unconditional love.
1.3.3 To learn that we are part of the Body of Christ.

2.0 <u>WORSHIP</u>: Liturgy and prayer are a response to the New Covenant.

2.1 Sacraments

2.1.1 To emphasize the Sacraments of Reconciliation and Eucharist.

2.2 Prayer

2.2.1 To know the following prayers: (1); Sign of the Cross; (2) Grace before and after meals; (3) Lord's Prayer; (4) Act of Contrition; (5) Hail Mary; (6) Creed; (7) Doxology (Glory to the Father.)
2.2.2 To learn the Prayer of St. Francis.
2.2.3 To learn the Acts of Faith, Hope, and Love.
2.2.4 To learn the Prayer of the Holy Spirit.
2.2.5 To compose simple prayers and petitions.

2.2.6 To have the opportunity to participate in a variety of prayer forms such as spontaneous prayer, guided meditation, gestures, song, and dance.

2.3 Liturgy

2.3.1` To understand Liturgy of the Word as God's call and our response.

2.3.2 To reinforce Eucharist as a sign of God's eternal

2.3.3 To have opportunities to plan a class liturgy.

2.3.4 To have opportunities to plan and participate in a liturgy of Reconciliation.

2.3.5 To reinforce the prayers of the Eucharistic liturgy.

2.4 Liturgical Year

2.4.1 To appreciate the Church's cycle of readings through daily readings.

2.4.2 To celebrate the seasons and solemnities of the Church year:

Advent	Passover	Christmas	
Easter	Epiphany	Ascension Thursday	Pentecost
Lent	Ash Wednesday		
Corpus Christi	Holy Week	Passion Sunday	Ordinary Time

2.5 Feast Days

2.51 To celebrate in liturgy and environment the Holy Days of Obligation which fall during the school year.

2.52 To celebrate the feast days of Mary and various saints.

2.6 Traditions

2.6.1 To further understand rituals and traditions of the Catholic Church, especially those related to Hebrew Scripture covenants.

2.6.2 To recognize patron saints as personal models of faith.

2.6.3 To experience a variety of Marian devotions.

3.0 <u>MORALITY</u>: There are laws, rules, and guidelines for behavior.

3.1 To learn of the importance of Christian healing and compassion.

3.2 To learn that God gave us feelings for a good purpose.

3.3 To learn about how to choose to act on our feelings.

3.4 To learn appropriate expressions for emotions.

3.5 To reinforce the Sacrament of Reconciliation for forgiveness in wrong choices.

3.6 To learn that the commandments help us to grow with God and others.

3.7 To learn that it is not fair to be unkind to others because of their race, sex, religion or handicap.

4.0 <u>CATHOLIC SOCIAL TEACHING</u>: Our call and responsibility is to serve others.

4.1 Justice

4.1.1 To understand that we are all called to be God's stewards over creation.

4.1.2 To become aware of our stewardship through various appropriate environmental activities.

4.1.3 To know that as followers of Jesus we are called to work for what is right and just.

4.2 Peace

4.2.1 To reinforce through action the Spiritual and Corporal Works of Mercy.

4.2.2 To learn about individual Christian role models who have dedicated their lives in service to God within the Church and society.
4.2.3 To practice conflict resolution skills.

4.3 Local Needs

4.3.1 To reinforce love in action by participation in local and global service.

5.0 <u>COMMUNITY</u>: The Church community plays an active role in local, national, and global activities.

5.1 Models of Church

5.1.1 To understand that the Church is called to be a sign of reconciliation to the world.
5.1.2 To understand that Jesus' love is manifested in the Eucharist - His gift to us.
5.1.3 To recognize that the Church is a sign of the New Covenant.
5.1.4 To recognize that the Church acts as servant and as communion with God.

5.2 Church History

5.2.1 To learn that Christian response is love in action.
5.2.2 To learn that Christians are a people of reconciliation.
5.2.3 To learn and appreciate our place in the communion of saints.
5.2.4 To understand the saints as Christian role models.
5.2.5 To appreciate Mary as the greatest of all saints.

6.0 <u>FAMILY LIFE</u>: Understanding how human life begins and matures.

6.1 Human Dignity

6.1.1 To understand the importance of family relationships.
6.1.2 To be able to understand the guidelines for decision making.
6.1.3 To realize that the human body is made up of many systems.
6.1.4 To learn and appreciate the human life cycle.
6.1.5 To appreciate our responsibility to care for our health.
6.1.6 To understand personal ownership over one's body and the right to say "no".
6.1.7 To understand that it is natural to have special feelings for people we like.

7.0 <u>TERMINOLOGY:</u>

absolution	compassion
Annunciation	conversion
Ascension	covenant
Beatitudes	Corporal Works of Mercy
commandments	examination of conscience
grace	reconciliation
gifts of the Spirit	new covenant
hospitality	sabbath
mercy	sacramentals
ministry	sin
prophets	Spiritual Works of Mercy

8.0 <u>SCRIPTURE REFERENCES</u> to be used to develop the themes of the religion standards.

Genesis 1-2	Creation story
Genesis 3	First sin
Genesis 4: 1-16	Cain and Abel
Genesis 9: 1-17	Covenant with Noah
Genesis 15	Covenant with Abram (Abraham)
Exodus 20: 1-17	The Ten Commandments
Exodus 24: 1-11	God seals the covenant with Israel
Deuteronomy 26: 16-19	Moses speaks about the covenant
Jeremiah 31: 31-34	Promise of a new covenant
Psalm 119: 1-8	Prayer to God the lawgiver
John 13: 43-35	The New Covenant
Matthew 5: 1-12	Sermon on the Mount/Beatitudes
Luke 15: 11-31	The Prodigal Son
1 John 4: 19-21	God's love and Christian life
1 Corinthians 12: 4-11	Spiritual gifts
2 Corinthians 6: 16-18	Temples of God

LANGUAGE ARTS STANDARDS
Grade Four

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

By the end of fourth grade, your child will:

1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.
1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.
1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).
1.5 Use a thesaurus to determine related words and concepts.
1.6 Distinguish and interpret words with multiple meanings.

2.0 Reading Comprehension
Students read and understand grade-level-appropriate material, including grade-level Bibles. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

By the end of fourth grade, your child will:

2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.
2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.
2.4 Evaluate new information and hypotheses by testing them against known information and ideas.
2.5 Compare and contrast information on the same topic after reading several passages or articles.
2.6 Distinguish between cause and effect and between fact and opinion in expository text.
2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature and the Bible. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

By the end of fourth grade, your child will

3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.
3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.
3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.
3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).
3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

Writing

1.0 Writing Strategies

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

By the end of fourth grade, your child will

1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

1.2 Create multiple-paragraph compositions:
   a. Provide an introductory paragraph.
   b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
   c. Include supporting paragraphs with simple facts, details, and explanations.
   d. Conclude with a paragraph that summarizes the points.
   e. Use correct indention.

1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

1.4 Write fluidly and legibly in cursive or joined italic.

1.5 Quote or paraphrase information sources, citing them appropriately.

1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).

1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).

1.10 Edit and revise selected drafts in improve coherence and progression by adding, deleting, consolidating, and rearranging text.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and Christian experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade four outlined in Writing Standard 1.0, students:

2.1 Write narratives:
   a. Relate ideas, observations, or recollections of an event or experience.
   b. Provide a context to enable the reader to imagine the world of the event or experience.
   c. Use concrete sensory details.
   d. Provide insight into why the selected event or experience is memorable.

2.2 Write responses to literature and the Bible:
   a. Demonstrate an understanding of the literary work.
   b. Support judgments through references to both the text and prior knowledge.

2.3 Write information reports:
   a. Frame a central question about an issue or situation.
   b. Include facts and details for focus.
   c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).

2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

2.5 Write a Church petition.

Written and Oral English Language Conventions

The standard for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of Standard English conventions appropriate to this grade level.

1.1 Use simple and compound sentences in writing and speaking.
1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.
1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.
1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.
1.5 Use underlining, quotation marks, or italics to identify titles of documents.
1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.
1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.
1.4 Give precise directions and instructions.
1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.
1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).
1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.
1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.
1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.
1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.

1.11 Weigh media against religious standards taught.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade four, outlined in Listening and Speaking Standard 1.0, students:

2.1 Make narrative presentations:
- a. Relate ideas, observations, or recollections about an event or experience.
- b. Provide a context that enables the listener to imagine the circumstances of the event or experience.
- c. Provide insight into why the selected event or experience is memorable.

2.2 Make informational presentations:
- a. Frame a key question.
- b. Include facts and details that help listeners to focus.
- c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).

2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

2.5 Read in Mass or present a Mass reading in class.

MATHEMATICS STANDARDS

Grade Four

Number Sense

1.0 Place Value

By the end of Fourth Grade, your child will:

1.1 Read and write whole numbers to millions.

1.2 Order and compare whole numbers and decimals to two decimal places.

1.3 Round whole numbers through the millions.

1.4 Decide/explain when a rounded solution is appropriate.

1.5 Explain different interpretations of fractions (e.g., parts of a whole, parts of a set, and division of whole numbers).

1.6 Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., 1/2 = 0.5 or .50; 7/4 = 1 3/4 = 1.75).

1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.

1.8 Use concepts of negative numbers.

1.9 Identify, on a number line, the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.

2.0 Computation - Decimals

By the end of Fourth Grade, your child will:

2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places.

2.2 Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.

3.0 Computation - Whole Numbers

By the end of Fourth Grade, your child will:

3.1 Solve addition and subtraction problems with multidigit numbers.

3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.

3.3 Solve problems involving multiplication of multidigit numbers by two-digit numbers.

3.4 Solve problems involving division of multidigit numbers by one-digit numbers.

4.0 Factoring

By the end of Fourth Grade, your child will:

4.1 Understand that many whole numbers break down in different ways (e.g., 12 = 4 x 3 = 2 x 6 = 2 x 2 x 3).

4.2 Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.

Algebra and Functions

1.0 Number Sentences

By the end of Fourth Grade, your child will:

1.1 Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrating an understanding and the use of the concept of a variable).

1.2 Interpret and evaluate mathematical expressions that now use parentheses.

1.3 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.

1.4 Use and interpret formulas (e.g., area = length x width or A = *lw)* to answer questions about quantities and their relationships.

1.5 Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.

2.0 Manipulate Equations

By the end of Fourth Grade, your child will:

2.1 Know equals added to equals are equal.

2.2 Know equals multiplied by equals are equal.

Measurement and Geometry

1.0 Area and Perimeter

By the end of Fourth Grade, your child will:

1.1 Measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm2), square meter (m2), square inch (in2), square yard (yd2), or square mile (mi2).
1.2 Recognize that rectangles that have the same area can have different perimeters.
1.3 Understand that rectangles that have the same perimeter can have different areas.
1.4 Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.

2.0 Coordinate Grids

By the end of Fourth Grade, your child will:

2.1 Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line).
2.2 Understand that the length of a horizontal line segment equals the difference of the *x*-coordinates.
2.3 Understand that the length of a vertical line segment equals the difference of the *y*-coordinates.

3.0 Geometry

By the end of Fourth Grade, your child will:

3.1 Identify lines that are parallel and perpendicular.
3.2 Identify the radius and diameter of a circle.
3.3 Identify congruent figures.
3.4 Identify figures that have bilateral and rotational symmetry.
3.5 Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90˚, 180˚, 270˚, and 360˚ are associated, respectively, with 1/4, 1/2, 3/4, and full turns.
3.6 Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.
3.7 Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.
3.8 Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).

Statistics, Data Analysis, and Probability

1.0 Data Analysis

By the end of Fourth Grade, your child will:

1.1 Formulate survey questions; systematically collecting and representing data on a number line; and coordinating graphs, tables, and charts.
1.2 Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliners for numerical data sets.

1.3 Interpret one- and two-variable data graphs to answer questions about a situation.

2.0 Making Predictions

By the end of Fourth Grade, your child will:

2.1 Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).

2.2 Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; 3/4).

Mathematical Reasoning

1.0 Make Decisions about a Problem

By the end of Fourth Grade, your child will:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

1.2 Determine when and how to break a problem into simpler parts.

2.0 Solve Problems and Justify Reasoning

By the end of Fourth Grade, your child will:

2.1 Use estimation to verify the reasonableness of calculated results.

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; supporting solutions with evidence in both verbal and symbolic work.

2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

2.6 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Make Generalizations

By the end of Fourth Grade, your child will:

3.1 Evaluate the reasonableness of the solution in the context of the original situation.

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3.3 Develop generalizations of the results obtained and applying them in other circumstances.

HISTORY/SOCIAL SCIENCE STANDARDS
Grade Four

California: A Changing State

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

4.1 Students demonstrate an understanding of the physical and human geographical features that define places and regions in California by:

1. Explaining and using the coordinate grid system of latitude and longitude to determine absolute locations of places in California and on Earth.
2. Distinguishing between the two poles; the equator and the prime meridian; the tropics; and the hemispheres using coordinates to plot locations.
3. Identifying the state capital and describing the basic regions of California, including how their characteristics and physical environment affect human activity (e.g., water, landforms, vegetation, climate).
4. Identifying the location of and explaining the reasons of the growth of towns in relation to the Pacific Ocean, rivers, valleys, and mountain passes.
5. Using maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

4.2 Students describe the major social and political interactions among the people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods, in terms of:

1. The major nations of California Indians, their geographic distribution, economic activities, legends, and religious beliefs; and how they depended upon, adapted to and modified the physical environment by cultivation of land and sea resources.
2. The early routes (by ship and land) to, and European settlements in, California with a focus on the exploration of the North Pacific, noting the physical barriers of mountains, deserts, ocean currents, and wind patterns (e.g., Captain Cook, Valdez, Vitus Bering, Juan Cabrillo).
3. The Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., biographies of Juan Crespi, Junipero Serra, Gaspar de Portola).
4. The mapping, geographic basis of, and economic factors in the placement and function of the Spanish missions; how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
5. The daily lives of the people, native, and non-native, who occupied the presidios, missions, ranchos, and pueblos.

6. The role of the Franciscan on the change of California from a hunter-gatherer economy to an agricultural economy.
7. The effects of the Mexican War for Independence on Alta California, including the territorial boundaries of North America.
8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

4.3 Students explain the economic, social, and political life of California from the establishment of the Bear Flag Republic through the Mexican American War, the Gold Rush, and California statehood, in terms of:

1. The location of Mexican settlements in California and other settlements including Ft. Ross and Sutter's Fort.
2. Comparisons of how any why people traveled to California and the routs they traveled (e.g., biographies and legends of James Beckwourth, Jedediah Smith, John C. Fremont, Juan Carbrillo).
3. The effect of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., biographies of John Sutter, Mariano Guadalupe Vallejo, Phoebe Apperson Hearst).
4. The lives of frontier women (e.g., biographies of Bernarda Ruiz, Biddy Mason).
5. How California became a state and how its new government differed from those during the Spanish and Mexican periods.
6. The immigration and migration to California between 1850 and 1900; its diverse composition, the countries of origin and their relative locations, and the conflicts and accords among diverse groups (e.g., the 1882 Exclusion Act).

4.4 Students explain how California became an industrial power by tracing the transformation of the California economy and its political and cultural development since 1850's, in terms of:

1. The story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the Transcontinental Railroad.
2. How the Gold Rush transformed the economy of California, including the type of products produced and consumed, changes in towns (e.g., Sacramento, San Fransico) and economic conflicts between diverse groups of people.
3. Rapid American immigration, settlement, and the growth of towns and cities.
4. The effects of the Great Depression and the Dust Bowl on California.
5. The development and location of new industries since the turn of the century, such as aerospace, electronics, large scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense, and important trade links with the Pacific Basin.
6. California's water system and how it evolved over time into a network of dams, aqueducts and reservoirs.
7. The history and development of California's public education system, including universities and community colleges.
8. The impact of 20th century Californians on the nation's artistic, cultural and development, including the rise of the entertainment industry (e.g., biographies of John Steirnbeck, Dorothea Lange, Ansel Adams, Walt Disney).

4.5 Students understand the structure, functions, and powers of the United States local, state, and federal governments as described in the U.S. Constitution, in terms of:

1. What the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government; describes the shared powers of federal, state, and local governments).
2. The purpose of the state constitution, its key principles, and its relationship to the U.S. Constitution (with emphasis on California's constitution).
3. The similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of military) among federal, state and local governments.
4. The structure and function of state governments, including the roles and responsibilities of their elected officials.
5. The components of California's governance structure (i.e., cities and towns, Indian rancherias and reservations, counties, school districts).

SCIENCE STANDARDS

Fourth Grade

Physical Sciences

1.0 Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept, students know:

1.1 how to design and build simple series and parallel circuit components such as wires, batteries, and bulbs.

1.2 how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field.

1.3 that all electric currents produce magnetic fields and how to build a simple electromagnet.

1.4 the role of electromagnets in the construction of electric motors, electric generators, and simple devices such as doorbells and earphones.

1.5 electrically charged objects attract or repel each other; electricity is a force.

1.6 magnets have two poles labeled north and south, and like poles repel each other while unlike poles attract each other; magnetism is a force.

1.7 electrical energy can be converted to heat, light, and motion.

1.8 know the basic elements of gravity and friction.

1.9 understand the characteristics and uses of the six simple machines—plane and wedge, screw, pulley, lever, wheel and axle; identify simple machines with complex machines, and be able to combine simple machines to make complex machines.

1.10 understand the characteristics of light and sound and sources of light.

1.11 know how reflection, absorption, and transmission of light affects an object's appearance.

1.12 know how flat and curved mirrors affect light, and how objects refract light.
1.13 know how light waves are different from sound waves, and how light waves and sound waves travel.

Life Sciences

1.0 All organisms that God created need energy and matter to live and grow. As a basis for understanding this concept, students know:

1.1 plants are the primary source of matter and energy entering most food chains.
1.2 producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs, and may compete with each other for resources in an ecosystem.
1.3 decomposers, including many fungi, insects, and micro-organisms recycle matter from dead plants and animals.

2.0 Living things depend on one another and their environment for survival. As a basis for understanding this concept, students know:

2.1 ecosystems can be characterized in terms of their living and nonliving components.
2.2 for any particular environment (ocean and land food chains), some kind of plants and animals survive well, some survive less well, and some cannot survive at all.
2.3 many plants depend on animals for pollination and seed dispersal, while animals depend on plants for food and shelter.
2.4 most micro-organisms do not cause disease and many are beneficial.
2.5 be appreciative of the complexities and differences of all God's living creations.

Earth Sciences

1.0 The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept, students know:

1.1 how to differentiate among igneous, sedimentary, and metamorphic rocks by their properties and methods of formation (the rock cycle).
1.2 how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals using a table of diagnostic properties.
1.3 understand the Earth's surface and changes which affect it.
1.4 know the layers which form the Earth's crust, and the characteristics of each layer.
1.5 be able to identify examples of various layers of the Earth's crust, and how the various layers were formed.
1.6 know how wind, water, time, and geological shifts affect the Earth's surface.
1.7 know how humans change the Earth's surface, and their appreciation for the resources God has provided for us all.

2.0 Waves, wind, water, and ice shape and reshape the Earth's land surface. As a basis for understanding this concept, students know:

2.1 some changes in the Earth are due to slow processes, such as erosion (weathering, transport, and deposition), and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earth-quakes.
2.2 natural processes including freezing/thawing and growth of roots, cause rocks to break down into smaller pieces.
2.3 moving water erodes landforms, reshaping the land by taking it way in places and depositing it as pebbles, sand, silt, and mud in other places.

Investigation And Experimentation

1.0 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content of the other three strands, students should develop their own questions and perform investigations. Students will:

1.1 differentiate observation from interpretation, and know that scientists' explanations come partly from what they observe and partly from how they interpret their observations.
1.2 measure and estimate weight, length, or volume of objects.
1.3 formulate predictions and justify predictions based on cause and effect relationships.
1.4 conduct multiple trials to test a prediction and draw conclusions about the relationships between results and predictions.
1.5 construct and interpret graphs from measurements.
1.6 follow a set of written instructions for a scientific investigation.

ATMOSPHERE AT HOME

We encourage all parents to consider the following ideas when setting up a home environment for increasing student learning:

1. Provide an appropriate work space that is:
- Quiet with appropriate lighting.
- Contains supplies such as paper, pencils, resources, etc.

2. Set up an atmosphere for studying by:
- Scheduling a regular, daily study time where all family members are studying.
- Making sure the house is quiet during study time.
- Working on establishing trust and accountability..

3. Be involved in your child's education by:
- Being a role model, setting values, and modeling good Christian values.
- Demonstrating a positive attitude.
- Providing help, resources, and encouragement.
- Showing interest and supporting your child's work.
- Upholding the school's expectations.
- Supporting and participating in school service opportunities.

4. Strive to establish a Christian family atmosphere by:

- Encouraging your child to follow the teachings of Jesus in his/her dealing with others.
- Encouraging regular family prayer and the celebration of religious experiences.
- Modeling Christian values.
- Acknowledging and supporting your child's efforts.
- Reinforcing Christian behavior.
- Providing opportunities for service to others.

5. **Strengthen communication with your child by:**
   - Spending quality time with your child often.
   - Sharing resources from your community.
   - Establishing/enforcing reasonable consequences for behavior.

HOME ACTIVITIES FOR LANGUAGE ARTS

Reading

- Read to and with your child on a regular basis.
- Provide comfortable reading level and age appropriate materials for your child using the local library or local bookstore.
- Set an example by reading.
- Have your child read every night for about 30 minutes.

Reading Comprehension

- Have discussions about things family members have read, talking about the various characters in a story, the plot, setting, etc.
- After reading a story, ask your child questions about the story that relate to the main idea, story details, sequence of events, and different story endings.

Writing

- Have your child write about daily events in their journal.
- Have your child write letters on a regular basis.
- Have your child write and send E-mail messages to friends.
- Have your child use a computer for writing, using the spell check and editing procedures.

Written and Oral English Language Conventions

- Play word games such as Scrabble, Probe, Scatergories, Pictionary with your child.
- Look at a newspaper with your child and highlight nouns, verbs, adjectives, and adverbs.
- Edit the letters your child has written looking for correct punctuation, capitalization, and sentence structure.
- Model correct English when speaking.

Listening and Speaking

- Have your child give oral directions to another member of the family.
- Have your child recite a poem or prayer.
- Discuss daily events with your child.
- Have your child explain how to do different things, such as making cookies, building a model, playing a game, etc.
- Sing a song or tell a story into a tape recorder and listen to it.

HOME ACTIVITIES FOR MATHEMATICS

Number Sense

- Play number games with your child, such as dice, Domino's and Racko.
- Help your child practice addition, subtraction, and multiplication, facts using flash cards.
- When shopping, give your child real and practical experiences such as weighing fruit, comparing prices, calculating discounts, figuring change, estimating the amount spent, etc.
- Have your child make a budget for his/her allowance, then have your child keep track of their spending for a month and compare their actual spending to their budget.
- Read aloud numbers over six digits.

Algebra and Functions

- Provide your child with sequential activities such as building a model, planning a trip, reading a recipe.
- Play the game "Fill in the Blank" with your child, saying; "4 times what number is 36" *or* 24 divided by what number is 8?"

Measurement and Geometry

- Work with your child in planning home improvement projects such as measuring for a book case, finding the area of a room before purchasing floor covering, measuring for new curtains, etc.
- Have your child create a growth chart showing his/her height and weight for one year.
- Have your child find parallel (e.g., railroad tracks, snow skis) and perpendicular (e.g., wall and floor, table top and table legs) objects.
    - Find geometric shapes in the world (e.g., buildings, signs).

Statistics, Data Analysis, and Probability

- Have your child graph and chart personal accomplishments (e.g., 4H, scouting, sports).
- Have your child keep track of the weather (e.g., high and low temperatures, wind speed) for one month and make a chart summarizing the information. Then explain the chart.
- When working on a science project, have your child collect and record data.
- Have your child read periodicals and discuss the graphs/charts.
- Play card or dice games with your child and discuss the probability of winning.

Mathematical Reasoning

- Play games, such as "Connect Four" and "Battleship," with your child.
- Work together with your child to solve puzzles (e.g., riddles, crossword).
- Make a double batch of cookies with your child, solving the problem, How do you double a recipe?

HOME ACTIVITIES FOR HISTORY/SOCIAL SCIENCE

Geography of California

- On a California map showing latitude and longitude, locate the State Capitol, other cities (e.g., San Francisco, Los Angeles, San Diego) and the Pacific Ocean.
- As you travel throughout California, compare and contrast the different regions, including the human and natural resources.
- On a globe, find the North and South Poles, Prime Meridian, Tropics of Cancer and Capricorn, and the hemispheres.
- Use maps when planning a trip, discussing the route to be taken and marking the route with a felt pen.
- Discuss reasons why your ancestors moved to California.

History of California

- Visit California's historical sites such as Indian Museums, Missions, mines, dams, festivals, and celebrations. Look for items that pertain to mining or pioneer history.
- Have your child make a timeline for completing a project or chore. Discuss the purpose/use of timelines.
- Visit restaurants of different cultures and point out cultural foods, architecture, and customs.
- Explore biographies of Californians and historical events by reading, viewing documentaries, and searching the Internet (e.g., "California Heartland" and "California Gold" on PBS).
- Create a family album with pictures, recipes, map of immigration routes taken to California, family timeline, etc.

Transformation of California's Economy since 1850

- Discuss with older family members and/or friends how methods of earning a living in California have changed during their lifespan.
- Help your child earn, save, and use money wisely.

Government, both State and Federal

- As a family, participate in local, state, and federal government. proceedings, discussing how they are the same and different.
- On election day, talk about the voting process, your rights and responsibilities as a citizen, and take your child with you when you vote.
- Visit the State Capitol.
- Write to local, state, and federal officials.

HOME ACTIVITIES FOR SCIENCE

Physical Sciences

- When baking a cake, ask the child to help and observe the cake batter before and after it bakes. Talk about the change that took place.
- Explore the forces between objects by picking up items with a magnet, using static electricity to attract items (e.g., rub a comb with wool and pick up little pieces of

paper), and observing the force of gravity (e.g., drop a rock and a marble and see which lands first).
- Observe and talk about how energy can be transformed from one form to another (e.g., take apart an electric motor and note how electromagnets cause the motor to turn, creating energy to run electric devices).
- Observe and discuss the structure of the solar system by making a model of the sun and the nine planets.
- Research the size of the sun and planets, then make a scale model of two planets such as the Earth and Jupiter.

Life Sciences
- Observe and talk about how energy can be transformed from one form to another (e.g., energy is stored in plants, which is eaten by animals, which are eaten by larger animals and/or human beings).
- Learn about the life cycle of different animals either by observing the changes or looking at pictures (e.g., frog).

Earth Sciences
- On a nature walk, discuss and compare different ecosystems (e.g., aquatic, wetlands, forest, desert) with your child.
- On a nature walk, observe and discuss how organisms are adapted to their environment and how organisms can change their environment (e.g., beaver's teeth help it eat to survive; beaver eating trees remove trees from the environment; beaver's dams affect stream movement).

Investigations and Experimentation
- Help your child use a:
  1. Thermometer to measure the temperature of air and water.
  2. Yardstick to measure the size of two rooms in the house.
  3. Clock to measure the time it takes to complete things.
  4. Tape measure to measure wood for a project.
  5. Measuring cup to measure ingredients for baking.
- Take the outside temperature, over a short period of time, and record the temperature readings in an organized chart. Be able to discuss this chart with others.

STUDENT'S RECORDS

How is your child's progress in school? Is he/she learning the required skills for their grade level? Are these questions that you have been asking? The **Student Records** on the following pages will allow you to identify the Standards your child has learned this year.

How to use the Student Records

As you see that your child has mastered one of the skills on the **Student Record,** write a date in the appropriate box. You could find out that your child knows the skill by: (1) giving them a test; (2) looking at your child's school papers; (3) observing your child

perform the skill in his/her everyday life experiences, etc. Whatever the case, this **Student Record** is available for you to chart your child's progress throughout the school year.

Using the Student Record During a Teacher Conference

While talking to the teacher take out the **Student Record** and discuss your findings with the teacher. In this way, you are discussing real data about your child's knowledge of skills. During the discussion, the teacher may suggest changes to the **Student Record** because of classroom assessments or observations.

Keys to Success

Remember the following keys:

1. Always take this handbook to your teacher/parent conference so you can track your child's educational progress.
2. As your child demonstrates their knowledge of a specific skill, always write the date in the space provided.
3. Plan home activities that will help your child master one or more of the skills listed, then record his/her progress.
4. Discuss, with your child, his/her progress and set goals.

FIFTH GRADE
CONTENT STANDARDS

Parent Handbook

_____ School
Diocese of Sacramento

Content Standards for

FIFTH GRADE

Why Content Standards?

With the adoption of content standards, California is stating–explicitly–the content that students need to acquire at each grade level from Kindergarten through grade twelve. With student mastery of this content, schools will be equal to those in the best educational systems in other states and nations.

How to Improve Student Performance?

Strong performance on standardized tests is an increasingly important part of life for all students. Access to higher education, most specialized employment licenses, and many public and private occupational opportunities depend on acceptable performance of one form or another on standardized tests.

The goal is to focus instruction on Standards, coordinate instruction between classrooms, and use common student assessments. These must emphasize both the content and assessment format students may face in the future in order to significantly increase student learning and student achievement on formal and informal assessments.

Goals for your Child's Education

Research has proven that student learning and overall productivity increases with the implementation of a Standards-based educational system. Standards define the curriculum for each grade level, a curriculum that is coordinated from grade level to grade level and one that identifies the level of instruction appropriate for each grade. As teachers and parents understand the curriculum expectations at a specific

grade level, they can provide the type of learning experiences that will allow the student successful achievement in all Standards.

How to Use this Parent Handbook

Use this handbook as a guide to your child's education in Fifth Grade by:

- Reading the Standards your child should learn during the year.
- Helping your child learn the different Standards by doing the suggested Home Activities and providing instruction when your child is having trouble with his/her homework.
- Tracking your child's progress during the year using the "Student Progress Chart" found in this document.
- Taking this Handbook to your child's parent/teacher conference. At this time, compare the teacher's Student Progress Chart with your own chart, and discuss the Standards that the child needs to master.

Parent Handbook Components

This document contains:

- Fifth Grade Standards for Religion, Language Arts, Mathematics, History–Social Science and Science
- Home Atmosphere Suggestions for improved student performance
- Home Activities for Language Arts, Mathematics, History–Social Science and Science
- Student Tracking Forms to show student progress throughout the year

RELIGION STANDARDS
Grade Five

THEME:

The sacraments are special gifts which nourish and strengthen us.

OBJECTIVES:

A. To understand that the sacraments are celebrated through the use of sacred signs and symbols.
B. To learn that Christ's presence in our lives is celebrated in the sacraments and through prayer.

1.0 MESSAGE: The seven sacraments as sacred signs, as well as celebrations.

1.1 God

1.1.1 To understand that the sacraments are encounters with Christ.

1.1.2 To understand that Jesus nourishes us through the sacraments.
1.1.3 To understand that Jesus reveals the Creator to us.
1.1.4 To experience God's revelation through creation, events, Jesus, and the Church (the people of God).
1.1.5 To understand that grace is the effect of God's presence.

1.2 Scripture

1.2.1 To be familiar with scripture that relates to the sacraments.
1.2.2 To experience the Psalms of Thanksgiving and Praise as models for prayer.
1.2.3 To be familiar with Revelation process as shown in scripture.
1.2.4 To experience Paul's letters to the early Christians.
1.2.5 To write letters based on the style of Christian Scriptures.
1.2.6 To practice finding chapter and verse in the Bible.

1.3 Doctrine

1.3.1 To understand that revelation is a two-way process and is ongoing.
1.3.2 To experience God's everlasting mercy and forgiveness.
1.3.3 To understand that the Church is the sacrament of God's presence in the world.

2.0 <u>WORSHIP</u>: Christ's presence in our lives is celebrated in the sacraments and in our prayer life.

2.1 Sacraments

2.1.1 To explore in depth the symbols of the sacraments: water, oil, light, white garments, hands, words, bread, wine, meals, sharing.
2.1.2 To explore in depth the meaning of the sacraments.

2.2 Prayer

2.2.1 To review traditional prayers, emphasizing their meaning: (1) Sign of the Cross; (2) Act of Contrition; (3) Lord's Prayer; (4) Creed; (5) Hail Mary; (6) Prayer of St. Francis; (7) Doxology (Glory to the Father...); (8) Acts of Faith, Hope, and Love; (9) Grace before and after meals; and (10) Prayer of the Holy Spirit
2.2.2 To have the opportunity to participate in a variety of prayer forms such as spontaneous prayer, guided meditation, gestures, song, and dance.
2.2.3 To write prayers such as blessings, psalms, and contemporary reflections on the Mysteries of the Rosary.
2.2.4 To learn to pray as Jesus did: where, when, how.

2.3 Liturgy

2.3.1 To review responses and prayers used in the celebration of the Eucharist.
2.3.2 To study the Mass as Liturgy of Word and Liturgy of Eucharist.
2.3.3 To celebrate sacraments liturgically or para-liturgically.
2.3.4 To prepare for the upcoming Sunday and Feast Day liturgies by studying the readings of that Sunday or Feast Day.
1.3.2 To experience God's everlasting mercy and forgiveness.
1.3.3 To understand that the Church is the sacrament of God's presence in the world.

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2.3.4 To prepare for the upcoming Sunday and Feast Day liturgies by studying the readings of that Sunday or Feast Day.

4.1.4 To explore the Beatitudes as the basis of social justice.

4.1.5 To explore means of respecting the environment as a justice issue.

4.2 Peace

4.2.1 To understand that world peace begins with respect for one another.

4.2.2 To practice conflict resolution skills.

4.2.3 To experience reconciliation within the classroom community.

4.3 Local Needs

4.3.1 To reinforce love in action by participation in local and global service.

5.0 COMMUNITY: The Church is the sacrament of Christ in the world.

5.1 Models of Church

5.1.1 To study Baptism as the sacrament of belonging to a community.

5.1.2 To understand the Church as a community of saints, past, present, and future.

5.1.3 To explore Church as sacramental, institutional, and servant.

5.2 Church History

5.2.1 To appreciate Mary as Mother of the Church.

5.2.2 To honor Mary as the first Christian, the Christ-bearer.

5.2.3 To continue to learn about saints as Christian heroes who are models of how to live.

6.0 FAMILY LIFE: Respect, responsibility, and decision making are all related.

6.1 Human Dignity

6.1.1 To understand what it means to belong to a family community, the rights and duties.

6.1.2 To explore the process of reconciliation within the family.

6.1.3 To discuss the need for respect for others, their gifts and disabilities.

7.0 <u>TERMINOLOGY:</u>

almsgiving	catechumens
Christian Scriptures	fasting
Liturgy of the Word	Liturgy of the Eucharist
paraliturgy	Psalm of Thanksgiving
revelation	symbol
Triduum	

8.0 <u>SCRIPTURE REFERENCES</u> to be used to develop the themes of the religion standards.

Genesis 6: 5-7, 22	Great Flood (Baptism, people saved through water)
Exodus 14: 15, 15:1	People of Israel saved at the Red Sea, image of freedom through Baptism
Joshua 3	People of Israel cross the Jordan River into the Promised Land
Isaiah 11: 2	Confirmation; the Spirit of the Lord rests on the hoped-for Messiah
Exodus 12: 1-28	Eucharist; Passover ritual described
Psalm 51: 1-19	Reconciliation
Ezekial 36: 26-27	God will give us a new heart
Isaiah 38	Anointing of the Sick; illness, healing, and thanksgiving
Numbers 11: 24-25	Holy Orders; spirit of Moses extended to seventy wise men
Leviticus 8: 1-13	Ordination of Aaron and his sons
Genesis 2: 18-24	Matrimony; marriage is a union between man and woman
John 3: 5	Baptism
Matthew 28: 19	Baptism
Galatians 3: 27	Baptism
Acts 2: 1-4, 19: 5-6	Confirmation
Luke 22: 14-20	Eucharist
John 6: 51	Eucharist
John 20: 22-23	Penance
Luke 5: 17-26	Penance
Luke 15: 11-15	Penance
James 5: 14-15	Anointing of the Sick
Matthew 14: 14	Anointing of the Sick
Luke 7: 11-15	Anointing of the Sick
Matthew 19: 5-5	Matrimony
Ephesians 5: 25-32	Matrimony
2 Timothy 1: 6	Holy Orders
Acts 6: 1-6,	Holy Orders
Matthew 5: 1-12	Holy Orders

LANGUAGE ARTS STANDARDS

Grade Five

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

By the end of fifth grade, your child will:

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
1.2 Use word origins to determine the meaning of unknown words.
1.3 Understand and explain frequently used synonyms, antonyms, and homographs.
1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words. (e.g., controversial).
1.5 Understand and explain the figurative and metaphorical use of words in context.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material and grade-level Bibles. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

By the end of fifth grade, your child will:

2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
2.2 Analyze text that is organized in sequential or chronological order.
2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
2.5 Distinguish facts, supported inferences, and opinions in text.
2.6 Analyze and identify the teachings of parable in the Bible.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature and the Bible. They begin to find ways to clarify the ideas and make connections between literary works.

By the end of fifth grade, your child will:

3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).
3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.
3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

1.1 Create multiple-paragraph narrative compositions:
  a. Establish and develop a situation or plot.
  b. Describe the setting.
  c. Present an ending.
1.2 Create multiple-paragraph expository compositions:
  a. Establish a topic, important ideas, or events in sequence or chronological order.
  b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
  c. Offer a concluding paragraph that summarizes important ideas and details.
1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.
1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).
1.5 Use a thesaurus to identify alternative word choices and meanings.
1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
1.7 Write fluidly and legibly in cursive or joined italic. Copy scripture passages.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade five outlined in Writing Standard 1.0, students:

2.1 Write narratives:
   a. Establish a plot, point of view, setting and conflict.
   b. Show, rather than tell, the events of the story.
2.2 Write responses to literature and the Bible:
   a. Demonstrate an understanding of a literary work.
   b. Support judgments through references to the text and to prior knowledge.
   c. Develop interpretations that exhibit careful reading and understanding.
2.3 Write research reports about important ideas, issues, or events by using the following guidelines:
   a. Frame questions that direct the investigation.
   b. Establish a controlling idea or topic.
   c. Develop the topic with simple facts, details, examples, and explanations.
2.4 Write persuasive letters or compositions:
   a. State a clear position in support of a proposal.
   b. Support a position with relevant evidence.
   c. Follow a simple organizational pattern.
   d. Address reader concerns.
   e. Use a moral issue noting Church teachings.
2.5 Write a Church petition.
2.6 Write an original prayer.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of Standard English conventions appropriate to this grade level.

By the end of fifth grade, your child will :

1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.
1.2 Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns.
1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.
1.4 Use correct punctuation for Bible Verses.
1.5 Use correct capitalization.
1.6 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

By the end of fifth grade, your child will:

1.1 Ask questions that seek information not already discussed.
1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
1.3 Make inferences or draw conclusions based on an oral report.
1.4 Select a focus, organizational structure, and point of view for an oral report.
1.5 Clarify and support spoken ideas with evidence and examples.
1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.
1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.
1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.
1.9 Weigh media messages against the moral and religious standards of the Catholic Church.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery stages outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade five outlined in Listening and speaking Standard 1.0, students:

2.1 Deliver narrative presentations:
  a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.
  b. Show, rather than tell, the listener what happens.
2.2 Deliver informative presentations about an important idea, issue, or event by the following means:
  a. Frame questions to direct the investigation.
  b. Establish a controlling idea or topic.
  c. Develop the topic with simple facts, details, examples, and explanations.
2.3 Deliver oral responses to literature:
  a. Summarize significant events and details.
  b. Articulate an understanding of several ideas or images communicated by the literary work.
  c. Use examples or textual evidence from the work to support conclusions.
2.4 Read in Mass or present a Mass reading in class.

MATHEMATICS STANDARDS

Grade Five

Number Sense

1.0 Relative Magnitude of Numbers

By the end of Fifth Grade, your child will:

1.1 Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers.

1.2 Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.

1.3 Understand and compute positive integer powers of nonnegative integers; compute examples as repeated multiplication.

1.4 Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., 24 = 2 x 2 x 2 x 3 = 23 x 3).

1.5 Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.

2.0 Computation

By the end of Fifth Grade, your child will:

2.1 Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.

2.2 Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.

2.3 Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.

2.4 Understand the concept of multiplication and division of fractions.

2.5 Compute and perform simple multiplication and division of fractions, and apply these procedures to solving problems.

Algebra and Functions

1.0 Simple Expressions

By the end of Fifth Grade, your child will:

1.1 Use information taken from a graph or equation to answer questions about a problem situation.

1.2 Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.

1.3 Know and use the distributive property in equations and expressions with variables.

1.4 Identify and graph ordered pairs in the four quadrants of the coordinate plane.

1.5 Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.

Measurement and Geometry

1.0 Area and Volume

By the end of Fifth Grade, your child will:

1.1 Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram).

1.2 Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.

1.3 Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm3], cubic meter [m3], cubic inch [in3], and cubic yard [yd3]) to compute the volume of rectangular solids.

1.4 Differentiate between, and use appropriate units of measures for, two- and three-dimensional objects (i.e., find the perimeter, area, volume).

2.0 Geometry

By the end of Fifth Grade, your child will:

2.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).

2.2 Know that the sum of the angles of any triangle is 180˚ and the sum of the angles of any quadrilateral is 360˚ and use this information to solve problems.

2.3 Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.

Statistics, Data Analysis, and Probability

1.0 Data

By the end of Fifth Grade, your child will:

1.1 Know the concepts of mean, median, and mode; computing and comparing simple examples to show that they may differ.

1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.

1.3 Use fractions and percentages to compare data sets of different sizes.

1.4 Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph.

1.5 Know how to write ordered pairs correctly; for example, *(x,y)*.

Mathematical Reasoning

1.0 Making Decisions about a Problem

By the end of Fifth Grade, your child will:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

1.2 Determine when and how to break a problem into simpler parts.

2.0 Solve Problems and Justify Reasoning

By the end of Fifth Grade, your child will:

2.1 Use estimation to verify the reasonableness of calculated results.

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to explain mathematical reasoning.

2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms, and clear language; supporting solutions with evidence in both verbal and symbolic work.

2.5 Indicate the relative advantages of exact and approximate solutions to problems and giving answers to a specified degree of accuracy.

2.6 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Make Connections

By the end of Fifth Grade, your child will:

3.1 Evaluate the reasonableness of the solution in the context of the original situation.

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3.3 Develop generalizations of the results obtained and apply them in other circumstances.

HISTORY/SOCIAL SCIENCE STANDARDS

Grade Five

United States History and Geography: Making a New Nation

Students in grade five study the development of the nation up to 1850 with an emphasis on the population: who was already here, when and from where others arrived, and why people came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced the conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

5.1 Students tract the routes and describe the early explorations of the Americas, in terms of:

1. The entrepreneurial characteristics of early explorers (e.g., biographies of Columbus, Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
2. The aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions, and the reasons Europeans chose to explore and colonize the globe (e.g., the Protestant Reformation, the Spanish Reconquista).
3. The routes of the major land explorers of the United States; the distances traveled by early explorers; and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia on maps of North and South America.

5.2 Students describe the cooperation and conflict that existed among the Indians and between the Indian nations and the new settlers, in terms of:

1. The competition among the English, French, Spanish, Dutch, and Indian Nations for control of North America.
2. The cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., the fur trade, military alliances, treaties, cultural interchanges).
3. The conflicts before the Civil War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. The role of broken treaties and massacres and the factors that lead to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. The internecine Indian conflicts, including the competing claims for control (e.g., actions of the Iroquois, Huron, Sioux/Lakota).
6. The influence and achievements of significant leaders of the time (e.g., biographies of Abraham Lincoln, John Marshall, Andrew Jackson, Chief Tecumuseh, Chief Logan, Chief john Ross, Sequoyah).

5.3 Students understand the political, religious, social, and economic institutions that evolved in the colonial era, in terms of:

1. The influence of location and physical setting on the founding of the original 13 colonies, their location on a map along with the location of the American Indian nations already inhabiting these areas.
2. The major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith and Virginia, Roger Williams and Rhode Island, William Penn and Pennsylvania, Lord Baltimore and Maryland, William Bradford and Plymouth, John Winthrop and Massachusetts).
3. The religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
    a. Discuss various reasons why Catholics settled in the New World.
    b. Give examples of how Catholics were forced to practice their faith in secret.

4. The significance and leaders of the First Great Awakening that marked a shift in religious ideas, practices and allegiances in the colonial period; the growth of religious toleration's and free exercise.
5. How the British colonial period created the basis for the development of political self government and a free market economic system, unlike Spanish and French colonial rule.
6. The introduction of slavery into America, the responses of slave families to the condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South. Discuss the Catholic Teaching of respect for the dignity of all human life.
7. The early demographic ideas and practices that emerge during the colonial period, including the significance of representative assemblies and town meetings.

5.4 Students explain the causes of the American Revolution, in terms of:

1. How political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to the imperial policy, Stamp Act, Townshend Acts, tax on tea, Coercive Acts).
2. The significance of the first and second Continental Congress and the Committees of Correspondence.
3. The people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in serving ties with Great Britain.
4. The views, lives, and impact of key individuals during this period (e.g., biographies of King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

5.5 Students understand the course and consequences of the American Revolution, in terms of:

1. Identifying and mapping the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leader alliances on both sides.
2. The contributions of France and other nations and individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French Navy, the Treaty of Paris, The Netherlands, Russia, Marquis de Lafayette, Kosciuszko, Baron von Steuben,).
3. The different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatly, Mercy Otis Warren).
4. The personal impact and economic hardship on families, problems of financing the war, wartime inflation, and laws against hoarding and profiteering.
5. How state constitutions established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. The significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and their impact on American Indian land.

5.6 Students relate the narrative of the people and events associated with the development of the U.S. Constitution and analyze its significance as the founding of the American republic, in terms of:

1. The shortcomings set fourth by the Articles of the Confederation's critics.
2. The significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. The fundamental principles of American constitutional democracy including how the government derives its power from the people and the primacy of individual liberty.
4. How the Constitution is designed to secure our Liberia by both empowering and limiting central government; the powers granted to citizens, Congress, the President, the Supreme Court, those reserved to the states.
5. The meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. The songs that express American ideals (e.g., know America the Beautiful, The Star Spangled Banner).

5.7 Students trace the colonization, immigration and settlement patterns of the American people from 1789 to the mid 1800's, with emphasis on the defining role of economic incentives and the effects of the physical and political geography and transportation systems, in terms of:

1. The waves of immigrants from Europe between 1789 and 1850 and their modes of transportation as they advanced into the Ohio and Mississippi Valley and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steam boats).
2. The states and territories in 1850, their regional locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
3. The explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., draw maps, biographies and journals of Lewis and Clark, Zebulon Pike, John Fremont).
4. Experiences on the overland trails to the West (e.g., location of the routes, purpose of each journey; the influence of terrain, rivers, vegetation, and climate; life in the territories at the end of these trails.
5. The continued migration of Mexican territories of the West and Southwest.
6. How and when California, Texas, Oregon, and other western lands became part of the U.S., including the significance of the Texas War for Independence and the Mexican-American War.
7. The location of the current 50 states and the names of their capitals.

SCIENCE STANDARDS
Grade Five

Physical Sciences

1.0 God created the world and all its matter with an infinite sense of order. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept, students know:

1.1. during chemical reactions, the atoms in the reactants rearrange to form products with different properties.

1.2 all matter is made of atoms which may combine to form molecules.

1.3 metals are a group of substances that have shared properties such as electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), gold (Au), are pure elements while others, such as steel and brass, are composed of a combination of elemental metals.

1.4 each element is made of one kind of atom. These elements are organized in the Periodic Table by their chemical properties.

1.5 scientists have developed instruments that can create images of atoms and molecules showing that they are discrete and often occur in well ordered arrays.

1.6 differences in chemicals and physical properties of substances are used to separate mixtures and identify compounds.

1.7 properties of solid, liquid, and gaseous substances such as sugar ($C_6H_{12}O_6$), water (H_2O), helium (He), oxygen (O_2), nitrogen (N_2), and carbon dioxide (CO_2).

1.8 living organisms and most materials are composed of just a few elements.

1.9 common properties of salts, such as sodium chloride (NaCl).

Life Sciences

1.0 God made all life on Earth, creating plants and animals that have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept, students know:

1.1 many multi-cellular organisms have specialized structures to support the transport of materials.

1.2 how blood circulates through the heart chambers, lungs, and body, and how carbon dioxide (CO_2) and oxygen (O_2) are exchanged in the lungs and tissues.

1.3 the sequential steps of digestion, and how the teeth and mouth, esophagus, stomach, small intestine, large intestine, and colon are important in the function of the digestive system.

1.4 the role of the kidney in removing cellular wastes out of blood, which become urine stored in the bladder.

1.5 how sugar, water, and minerals are transported in a vascular plant.

1.6 plants use carbon dioxide (CO_2) and energy from sunlight to build molecules of sugar and release oxygen.

1.7 plant and animal cells break down sugar to obtain energy, forming carbon dioxide (CO_2) and water (respiration).

Earth Sciences

1.0 According to God's design, water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept, students know:

1.1 almost all of the Earth's water is present as salt water in the oceans which cover most of the Earth's surface.

1.2 when liquid water evaporates, it turns into water vapor (invisible) in the air and can reappear as a liquid when cooled, or as a solid if cooled below the freezing point of water.

1.3 water moves in the air from one place to another in the form of clouds or fog, which are tiny droplets of water or ice, and falls to the Earth as rain, hail, sleet, or snow.

1.4 the amount of fresh water, located in rivers, lakes, underground sources, and glaciers, is limited, and its availability can be extended through recycling and decreased use.

1.5 the origin of water used by their local communities.

2.0 Our Creator designed our world so that energy from the sun heats the Earth unevenly, causing air movements resulting in changing weather patterns. As a basis for understanding this concept, students know:

2.1 uneven heating of the Earth causes air movements (convection currents).

2.2 how the angle of the sun affects weather, how latitude affects weather, the influence of the ocean on weather, and the role of the water cycle in weather.

2.3 causes and effects of different types of severe weather.

2.4 how to use weather maps and weather forecasts to predict local weather, and that prediction depends on many changing variables.

2.5 the Earth's atmosphere exerts a pressure that decreases with distance above the Earth's surface, and is the same in all directions.

3.0 The Creator's ordered design extends from the smallest atom on Earth, through our solar system, and to the furthest reaches of the universe. The solar system consists of planets and other bodies that orbit the sun in predictable paths. As a basis for understanding this concept, students know:

3.1 the sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.

3.2 the solar system includes the Earth, moon, sun, eight other planets and their satellites, and smaller objects such as asteroids and comets.

3.3 that the path of a planet around the sun is due to the gravitational attraction between the sun and the planet.

Investigation and Experimentation

1.0 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to

address the content of the other three strands, students should develop their own questions and perform investigations. Students will:

1.1 classify objects (e.g., rocks, plants, leaves) based on appropriate criteria.
1.2 develop a testable question.
1.3 plan and conduct a simple investigation based on a student-developed question, and write instructions others can follow to carry out the procedure.
1.4. identify the dependent and controlled variables in an investigation.
1.5 identify a single independent variable in a scientific investigation and explain what will be learned by collecting data on this variable.
1.6 select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.
1.7 record data using appropriate graphic representation (including charts, graphs, and labeled diagrams), and make inferences based on that data.
1.8 draw conclusions based on scientific evidence and indicate whether further information is needed to support a specific conclusion.
1.9 write a report of an investigation that includes tests conducted, data collected or evidence examined, and conclusions drawn.

ATMOSPHERE AT HOME

We encourage all parents to consider the following ideas when setting up a home environment for increasing student learning:

1. **Provide an appropriate work space that is:**
   - Quiet with appropriate lighting.
   - Contains supplies such as paper, pencils, resources, etc.

2. **Set up an atmosphere for studying by:**
   - Scheduling a regular, daily study time where all family members are studying.
   - Making sure the house is quiet during study time.
   - Working on establishing trust and accountability..

3. **Be involved in your child's education by:**
   - Being a role model, setting values, and modeling good Christian values.
   - Demonstrating a positive attitude.
   - Providing help, resources, and encouragement.
   - Showing interest and supporting your child's work.
   - Upholding the school's expectations.
   - Supporting and participating in school service opportunities.

4. **Strive to establish a Christian family atmosphere by:**
   - Encouraging your child to follow the teachings of Jesus in his/her dealing with others.
   - Encouraging regular family prayer and the celebration of religious experiences.
   - Modeling Christian values.
   - Acknowledging and supporting your child's efforts.

- Reinforcing Christian behavior.
- Providing opportunities for service to others.

5. **Strengthen communication with your child by:**
   - Spending quality time with your child often.
   - Sharing resources from your community.
   - Establishing/enforcing reasonable consequences for behavior.

HOME ACTIVITIES FOR LANGUAGE ARTS

Reading

- Listen to your child read.
- Visit the library and/or bookstore with your child.
- Provide comfortable reading level and age appropriate materials for your child.
- Subscribe to magazines of interest for different members of the family.
- Schedule a family reading time.
- Have your child read independently every night.
- Provide a variety of reference materials (e.g., atlas, almanac, dictionary, thesaurus).

Reading Comprehension

- Have family discussions about things read, including book reviews, various characters in a story, etc.
- Have your child read and follow directions for games, recipes, etc.
- After reading a story, ask your child questions about the story that relate to the main idea, story details, sequence of events, different possible story endings, and the author's message.
- Share newspaper articles with your child and discuss the events.

Writing

- Encourage your child to keep a diary and/or vacation journal.
- Have your child write letters and thank you notes.
- Encourage your child to write to a pen pal.
- Have your child send E-mail messages.
- Have your child use a computer for writing, using various fonts, styles, margins, etc.
- Have your child write shopping lists.

Written and Oral English Language Conventions

- Play word games such as Scrabble, Probe, Scatergories, Pictionary with your child.
- Have your child look at newspaper articles and highlight pronouns, adverbs, and adjectives.
- Edit the letters your child has written looking for correct punctuation, capitalization, and sentence structure.
- Teach your child to use proper English when speaking.

Listening and Speaking

- When speaking, work to ensure that your child uses proper language and etiquette.
- Plan time (e.g., during a trip, dinner) for family discussions.

- Establish a time for family communication (e.g., dinner time).

HOME ACTIVITIES FOR
MATHEMATICS

Number Sense

- Play number games, such as Domino's, and Racko, with your child.
- Help your child practice multiplication and division facts using flash cards.
- When shopping, give your child real and practical experiences such as weighing fruit, comparing prices, calculating discounts and figuring change.
- Have your child make a budget for his/her allowance, then have them keep track of their spending for a month and compare actual spending to their budget.
- Have your child plan a trip, including calculating the mileage and cost of gas.
- Find large numbers in daily life (e.g., population signs, elevation signs, lottery) and have your child say them.
- Have your child practice making change using large bills and coins.

Algebra and Functions

- Recognize patterns in nature and the world (e.g., leaf patterns, petals of a flower).
- Play "Fill in the Blank" game with your child saying, "4 times what number is 36," and "24 divided by what number is 8?"
- Analyze the phone bill to see how much phone calls cost per minute.
- Find the price per pound, ounce, gram, etc. of items purchased at the grocery store.

Measurement and Geometry

- Work with your child in planning home improvement projects such as measuring for a book case, finding the area of a room when purchasing floor covering, measuring for new curtains, etc.
- Encourage your child to acquire hobbies that involve measurement (e.g., sewing, cooking, building models, wood working).
- Have your child measure various objects using both metric and standard units (e.g., yard and meter for length, quarts and liters for volume).
- When cooking, have the child change the recipe by doubling or halving the amount of each ingredient.

Statistics, Data Analysis, and Probability

- Have your child keep track of sports statistical data for themselves, favorite sports team, or individual athletes.
- When working on a science project, have your child collect, record and explain the data.
- Have your child read periodicals and discuss the graphs/charts.
- Play card or dice games with your child and mathematically determine the probability of winning.
- Collect data and calculate the average of real-life situations (e.g., amount of time each family member watches T.V.).

- Have your child create a growth chart and record his/her height and weight for one year.

Mathematical Reasoning

- Play games such as "Connect Four," "Battleship," and "Chess" with your child.
- Work together to solve puzzles (e.g., riddles, crossword).
- Include your child in weekly family discussions about the budget.
- Give your child responsibilities for caring for a portion of the budget.

HOME ACTIVITIES FOR HISTORY/SOCIAL SCIENCE

Pre-Columbian Settlements

- When traveling with your child, talk about the location of different cities and why the location is ideal or undesirable for a city (e.g., climate, close to water, easy to build houses, etc.)

Early Explorers and Early Explorations of the Americas

- With your child, talk about the the distance Christopher Columbus sailed to reach the new world. Get a map of the Atlantic Ocean, and using the legend, find the answer.
- Research tells us that the size of the ship, sailed by Christopher Columbus, was about the same size as an average house. Talk with your child about living on a boat, that small, for months. For fun, spend one day, as a family, inside your house. No one is allowed to go outside. Talk about how it feels to live in a confined area for a length of time.

Conflict that Existed Among the American Indians and New Settlers

- With your child, read stories or see documentary films about the American Indians. Discuss how the Americans treated the Indians.
- With your child, talk about how the Indians might have felt when the American broke a treaty. Compare this with the feeling people have when a person breaks a promise.

Causes, Course and Consequences of the American Revolution

- On the Internet, with your child, do a search for the American Revolution. Look for pictures of the war, letters written by soldiers, articles about the war, etc. Review this information with your child.
- As a family, talk about why nations go to war. Relate this to children and adults fighting and to crime. Discuss ways of solving problems that do not include violence. As a family, practice solving conflicts without violence.

People and Events Associated with the Development of the U.S. Constitution

- With your child, discuss the different branches of our democratic government and their respective power.
- During an election, talk with your child about the process and responsibility of voting and why it is important to vote. Show your child the voting materials received through the mail and discuss the different issues.

Colonization, Immigration, and Settlement of the American People from 1789 to the mid-1800s

- During vacations, visit sites in the United States of historical interest.
- Have your child help plan a vacation, by marking the route on a map, identifying the places of interest to see, locating the places to stay overnight, etc.
- With your child, watch and discuss historical documentaries about United States History.

Location of States and Capitals

- Place a blank map of the United States on a wall. Help your child write in the names of the states and to memorize the names of each state.
- Purchase a puzzle of the United States and help your child put the puzzle together, saying the name of each state as it is put in the puzzle.
- With your child, build a concentration game using two colors of 3" x 3" cards. On each of one colored card, past the outline of a state. On each card of the other color, write the name of a state. With your child, play concentration. When playing, the player turns over one card of one color and another card of a different color. If the name of the state matches the drawing, that player gets another turn.
- Use the same concentration cards and help your child match the names of the states with their shape. (e.g., Put the cards with the shape of the state in rows. Next, have your child match the name card with the shape of the state card.)
- Using the blank map, mentioned in the first activity, write the names of the capitals for each state.
- With your child, make a second concentration game, this time putting the name of the state on one colored card and the name of the capital on the other. With your child, play concentration.

HOME ACTIVITIES FOR SCIENCE

Physical Sciences

Elements and Their Combinations Account for all the Varied Types of Matter

- With your child, find examples of materials that are elements (e.g., aluminum, iron, nickel, silver, gold) and discuss their physical properties.
- Have your child compare one balloon filled with helium to one filled with air. Have them tell how the physical properties of the two balloons are similar and different.
- With your child, complete the following experiment. Take a glass of water and taste the water. Now add salt and stir. Notice the water looks the same as it did before but now it tastes salty. Let the water evaporate. Discuss what is left. Discuss with your child the idea of mixtures and compounds, saying that what they have done is to make and separate a mixture.

Life Sciences

Plants and animals have Structures for Respiration, Digestion, Waste Disposal, and Transport of Materials

- With your child, put a celery stock, with its leaves, in a glass of colored water. Observe, over a period of time, the parts that become colored. Talk about why this occurred.
- With your child, cover a plant with a clear plastic bag. See what collects on the inside of the bag. Talk about the experiment and the fact that plants take in carbon dioxide and give off oxygen.
- With your child, cover a portion of their arm with a plastic wrap. After an hour later, remove the plastic wrap. Have your child feel his/her skin and the inside of the plastic wrap. Discuss respiration.
- With your child, discuss the different steps of digestion, including the role of the teeth.

Earth Sciences

Water on Earth moves Through the Processes of Evaporation and Condensation

- With your child, tour a water recycling plant to learn about methods for purifying water.
- At home, help your child set up experiments to show two different ways to purify water. First put some ingredients, such as salt, sugar, food coloring in the water. Next, use a method to purify the water. When finished, look at and taste the water (e.g., Purify water by catching the steam from boiling water, pouring it through a mixture of sand and charcoal.).
- Have your child get a glass of ice water and set it on the counter. Watch the glass to see what happens on the outside. Talk about where this water came from. Relate this to the water cycle.

Energy from the Sun Heats the Earth Unevenly

- Each evening, watch the local weather report and discuss, with your child, reasons for the changes in the weather.
- On the Internet, check the temperature in various locations of the world going to **www.weather.com.** Repeat the activity every day for a week and record the temperatures. Have your child make conclusions from what he/she learned.

Solar System Consists of Planets and Other Bodies that Orbit the Sun

- Using a telescope or binoculars, look at the moon when it is a quarter full or less (Note: A full moon is too bright to look at using these devices). Discuss with your child what he/she saw.
- Sit outside at night and discuss the stars and planets, discussing why the plants look different than the stars.
- Watch for artificial satellites and discuss their probable functions.
- Roll a steel ball close to a magnet and see how the steel ball changes its path. Vary the distance between the ball and the magnet. Relate this to the gravitational pull of the sun on the earth and other planets.

Investigation and Experimentation

Scientific Progress is Made by Asking Meaningful Questions and Conducting Investigations

- Help your child to:

1. Use a thermometer to measure the temperature at a specific time during the day. Record the results.
2. Use measuring devices to measure ingredients for baking. Record the results.

- Using the information collected from the items above, have your child make predictions about the temperature and/or ingredients for baking.

STUDENT'S RECORDS

How is your child's progress in school? Is he/she learning the required skills for their grade level? Are these questions that you have been asking? The **Student Records** on the following pages will allow you to identify the Standards your child has learned this year.

How to use the Student Records

As you see that your child has mastered one of the skills on the **Student Record,** write a date in the appropriate box. You could find out that your child knows the skill by: (1) giving them a test; (2) looking at your child's school papers; (3) observing your child perform the skill in his/her everyday life experiences, etc. Whatever the case, this **Student Record** is available for you to chart your child's progress throughout the school year.

Using the Student Record During a Teacher Conference

While talking to the teacher take out the **Student Record** and discuss your findings with the teacher. In this way, you are discussing real data about your child's knowledge of skills. During the discussion, the teacher may suggest changes to the **Student Record** because of classroom assessments or observations.

Keys to Success

Remember the following keys:

1. Always take this handbook to your teacher/parent conference so you can track your child's educational progress.

2. As your child demonstrates their knowledge of a specific skill, always write the date in the space provided.

3. Plan home activities that will help your child master one or more of the skills listed, then record his/her progress.

4. Discuss, with your child, his/her progress and set goals.

SIXTH GRADE
CONTENT STANDARDS

Parent Handbook

_____ School

Diocese of Sacramento

Content Standards for

SIXTH GRADE

Why Content Standards?

With the adoption of content standards, California is stating–explicitly–the content that students need to acquire at each grade level from Kindergarten through grade twelve. With student mastery of this content, schools will be equal to those in the best educational systems in other states and nations.

How to Improve Student Performance?

Strong performance on standardized tests is an increasingly important part of life for all students. Access to higher education, most specialized employment licenses, and many public and private occupational opportunities depend on acceptable performance of one form or another on standardized tests.

The goal is to focus instruction on Standards, coordinate instruction between classrooms, and use common student assessments. These must emphasize both the content and assessment format students may face in the future in order to significantly increase student learning and student achievement on formal and informal assessments.

Goals for your Child's Education

Research has proven that student learning and overall productivity increases with the implementation of a Standards-based educational system. Standards define the curriculum for each grade level, a curriculum that is coordinated from grade level to grade level and one that identifies the level of instruction appropriate for each

grade. As teachers and parents understand the curriculum expectations at a specific grade level, they can provide the type of learning experiences that will allow the student successful achievement in all Standards.

How to Use this Parent Handbook

Use this handbook as a guide to your child's education in Sixth Grade by:

- Reading the Standards your child should learn during the year.
- Helping your child learn the different Standards by doing the suggested Home Activities and providing instruction when your child is having trouble with his/her homework.
- Tracking your child's progress during the year using the "Student Progress Chart" found in this document.
- Taking this Handbook to your child's parent/teacher conference. At this time, compare the teacher's Student Progress Chart with your own chart, and discuss the Standards that the child needs to master.

Parent Handbook Components

This document contains:

- Sixth Grade Standards for Religion, Language Arts, Mathematics, History–Social Science and Science
- Home Atmosphere Suggestions for improved student performance
- Home Activities for Language Arts, Mathematics, History–Social Science and Science
- Student Tracking Forms to show student progress throughout the year

RELIGION STANDARDS

Grade Six

THEME:

God's people are challenged throughout history to follow the teachings of Jesus and His ancestors as seen in Hebrew and Christian scriptures.

OBJECTIVES:

A. To introduce Jesus' ancestors and events that occurred before His coming.
B. To grow and respond in faith by examining examples of the people in Hebrew and Christian Scriptures who were faithful to God.
C. To grow in the knowledge that the kingdom of Jesus' Father is in our midst.

D. To understand the place of the Word of God in our lives.

1.0 MESSAGE: The Hebrew are the root of the Christian Scriptures.

1.1 God

1.1.1 To believe Jesus is the fulfillment of the Hebrew Scripture.
1.1.2 To learn about the New Moses, Son of David, Messiah, Bread of Life, Incarnate word.
1.1.3 To believe Jesus is the foundation for our faith.

1.2 Scripture

1.2.1 To study the historical continuum of the Hebrew people in the Pentateuch.
1.2.2 To learn about the historical books: Joshua, Judges, Samuel, and Kings.
1.2.3 To learn about the Chronicles: Ezra, Nehemiah, Ruth, Esther, Judith, Tobit, and Maccabees.
1.2.4 To understand how God's covenant unfolds in the Christian Scripture through the message of the Gospels, Acts of the Apostles, Letters, and Revelations.
1.2.5 To introduce the historical Psalms.

1.3 Doctrine

1.3.1 To understand that God calls all people into a loving relationship.
1.3.2 To accept that Creation is continued through Jesus' promise of salvation.
1.3.3 To understand that the Bible is the inspired Word of God.
1.3.4 To accept that the Ten Commandments are rooted in Natural Law.
1.3.5 To understand that there are three persons in the Blessed Trinity.

2.0 WORSHIP: Our faith and practices are rooted in the Hebrew tradition.

2.1 Sacraments

2.1.1 To increase understanding of the meaning of the seven Sacraments through exploration of Hebrew tradition.

2.2 Prayer

2.2.1 To continue to practice, learn, and understand prayers as a sign of our faith: (1) Sign of the Cross (2) Grace before and after meals; (3) Lord's Prayer; (4) Act of Contrition; (5) Hail Mary; (6) Creed; (7) Doxology (Glory to the Father...); (8) Prayer to St. Francis; and (9) Acts of Faith, Hope, and Peace
2.2.2 To appreciate and understand the liturgical rituals of the Church, particularly the Stations of the Cross, as a prayer form.
2.2.3 To continue to honor Mary through praying the Rosary.
2.2.4 To have the opportunity to participate in a variety of prayer forms such as spontaneous prayer, guided meditation, gestures, song, and dance.

2.3 Liturgy

2.3.1 To continue to study the Mass as the Liturgy of the Word and Liturgy of the Eucharist.
2.3.2 To review responses and prayers used in the celebration of the Eucharist.
2.3.3 To continue to study the readings for Sunday liturgy, especially the Hebrew Scripture reading.
2.3.4 To plan, participate in and serve as a minister (where appropriate) in liturgy.

2.4 Liturgical Year

2.4.1 To continue to participate in the feasts of the Liturgical Year:

Advent	***Triduum***
Christmas	Ascension Thursday
Epiphany	Pentecost
Ash Wednesday	Trinity Sunday
Lent	Corpus Christi
Passion Sunday	Ordinary Time
Holy Week	Feast of Christ the King

2.5 Feast Days

2.5.1 To continue to celebrate special feasts, days, and people.

2.6 Traditions

2.6.1 To practice traditional prayers and rituals used during Advent, Lent, and Easter.

2.6.2 To experience a variety of Marian devotions.

3.0 MORALITY: Justice and responsibility are treasures of God's Kingdom.

3.1 To further develop an awareness of social justice.

3.2 To accept the responsibility of stewardship.

3.3 To grow in responsibility to make moral decisions.

4.0 CATHOLIC SOCIAL TEACHING: Our mission is to reach out to all in need.

4.1 Justice

4.1.1 To respect through word and action elderly, sick, homeless or lonely people.

4.1.2 To develop an awareness of the need for social action in response to unjust conditions.

4.1.3 To practice the Corporal and Spiritual works of Mercy.

4.1.4 To strive to live the Beatitudes.

4.2 Peace

4.2.1 To understand the need to develop an awareness to all cultures.

4.2.2 To grow in respect in tolerance of each other.

4.2.3 To continue to develop a respect for our environment.

4.2.4 To practice conflict resolution skills.

4.3 Local Needs

4.3.1 To practice doing charitable acts in the local community.

4.3.2 To develop an awareness of personal fasting and penance.

5.0 COMMUNITY: The church as a community builds bridges between generations, races, and lifestyles.

5.1 Models of Church

5.1.1 To understand that the Church proclaims the Gospel and teaching of Jesus from its earliest times.

5.1.2 To believe the Church offers salvation to all people through preaching, teaching, and promoting its causes.

5.1.3 To understand the importance of ecumenism, with particular emphasis on respect for the Jewish religion which is studied this year in depth.

5.2 Church History

5.2.1 To understand that the early Church is the basis of our faith today.

5.2.2 To be a witness to the Good News of Jesus through the study of Scripture and tradition.

5.2.3 To study the lives of modern day role models.

5.2.4 To develop an appreciation of Mary as a modern day role model.

5.2.5 To develop an understanding of Mary in the various roles in which the Church portrays her.

5.2.6 To learn about the writings of the Evangelists and St. Paul.

6.0 <u>FAMILY LIFE</u>: All people are worthy of love and respect.

6.1 Human Dignity

6.1.1 To develop an understanding of how ethnic, religious, and social customs shape people's lives.

6.1.2 To respect all diversity in our society.

6.1.3 To emphasize reverence for life.

6.1.4 To exercise social responsibilities as people of God.

6.1.5 To have and nurture a love and respect for themselves and others.

7.0 <u>TERMINOLOGY</u>:

Exodus	Ark of the Covenant
atonement	Genesis
miracle	Trinity
gentiles	morality
Catholic	Hebrew
Penitential Rite	Christ
Pentateuch	Hebrew Scriptures/Old Testament
incarnation	Christian Scriptures/New Testament
Psalms	Confirmation
Israel	resurrection
epistles	Jew
Shalom	evangelists
Messiah	worship

<u>8.0 SCRIPTURE REFERENCES</u> to be used to develop the themes of the religion standards.

Genesis 1-2	***Creation narrative***
Genesis 12: 1-6	Covenant with Abraham
Exodus 3	Revelation of God to Moses
Exodus 12: 1-28	Passover
Exodus 20: 1-17	Ten Commandments
Deuteronomy 6: 1-4	The Great Commandment
Psalms 8, 22, 23	Promise of salvation

51, 139, 150	Promise of salvation
Isaiah 40: 1-11	Promise of salvation
Isaiah 42: 1-4,	Suffering Servant passages
49: 1-7, 50: 4-7,	Suffering Servant passages
52: 13, 53: 1	Suffering Servant passages
Matthew 5: 1-12	Beatitudes
Matthew 1: 18,	Infancy narratives
2: 23, Luke 1-2	Infancy narratives
Matthew 26-28,	Passion, Death, and Resurrection narratives
Mark 14-15,	Passion, Death, and Resurrection narratives
Luke 22-24,	Passion, Death, and Resurrection narratives
John 18-21	Passion, Death, and Resurrection narratives
John 13: 1-5	Washing of the disciples' feet
John 15: 5, 11-17	Our connection with Jesus and each other

Hebrew Scripture Books (46):

Pentateuch:	Genesis, Exodus, Leviticus, Numbers, and Deuteronomy
Historical Books:	Joshua, Judges, Ruth, 1 and 2 Samuel, 1 and 2 Kings
Chroniclers History and the Later Histories:	1 and 2 Chronicles, Ezra and Nehemiah, Tobit, Judith, Esther, 1 and 2 Maccabees
Wisdom Books:	Job, Psalms, Proverbs, Ecclesiastes, Song of Songs, Wisdom, Sirach
Major Prophets:	Isaiah, Jeremiah,Lamentations (Jeremiah), Baruch, Ezekial, and Daniel
Minor Prophets:	Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah,Haggai, Zechariah, and Malachi

Christian Scriptures (26):

Gospels:	Matthew, Mark, Luke and John
Other Writings:	Acts of the Apostles and Revelation

Letters: Romans, 1 and 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 and 2 Thessalonians, 1 and 2 Timothy, Titus, Philemon, Hebrews, James, 1 and 2 Peter, 1, 2, and 3 John, Jude

LANGUAGE ARTS STANDARDS
Grade Six

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

By the end of sixth grade, your child will:

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

1.2 Identify and interpret figurative language and words with multiple meaning.
1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence and paragraph clues to determine meaning.
1.5 Understand and explain "shades of meaning" in related words (e.g., softly and quietly).

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material and grade-level Bibles. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

By the end of sixth grade, your child will:

2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
2.2 Analyze text that uses the compare-and-contrast organizational pattern.
2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.
2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank account, sports club, league membership).
2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.
2.7 Make reasonable assertions about a text through accurate, supporting citations.
2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature, including the Bible, that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

By the end of sixth grade, your child will:

3.1 Identify the forms of fiction and describe the major characteristics of each form.
3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness, Christ like or non-Christ like) on the plot and the resolution of the conflict.
3.3 Analyze the influence of setting on the problem and its resolution.
3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).
3.6 Identify and analyze features of themes conveyed through characters, actions, and images.
3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.
3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

By the end of sixth grade, your child will:

1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
1.2 Create multiple-paragraph expository compositions:
  a. Engage the interest of the reader and state a clear purpose.
  b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader
  c. Conclude with a detailed summary linked to the purpose of the composition.
1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.
1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.
1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).
1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.
1.7 Write fluidly and legibly in cursive or joined italic.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive tests of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade six outlined in Writing Standard 1.0, students:

2.1 Write narratives:

a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
b. Include sensory details and concrete language to develop plot and character.
c. Use a range of narrative devices (e.g., dialogue, suspense).

2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):
a. State the thesis or purpose.
b. Explain the situation.
c. Follow an organizational pattern appropriate to the type of composition.
d. Offer persuasive evidence to validate arguments and conclusions as needed.

2.3 Write research reports:
a. Pose relevant questions with a scope narrow enough to be thoroughly covered.
b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).
c. Include a bibliography.

2.4 Write responses to literature and the Bible:
a. Develop an interpretation exhibiting careful reading, understanding, and insight.
b. Organize the interpretation around several clear ideas, premises, or images.
c. Develop and justify the interpretation through sustained use of examples and textual evidence.

2.5 Write persuasive compositions:
a. State a clear position on a proposition or proposal.
b. Support the position with organized and relevant evidence.
c. Anticipate and address reader concerns and counter arguments.
d. Using Church teachings, solve a moral issue.

2.6 Write a Church petition.

2.7 Write an original prayer.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of Standard English conventions appropriate to this grade level.

By the end of sixth grade, your child will:

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

1.3 Use colons after the salutation in business letters and in citing Bible verses.

1.4 Use correct capitalization.
1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

By the end of sixth grade, your child will:

1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).
1.2 Identify the tone, mood, and emotion conveyed in the oral communication.
1.3 Restate and execute multiple-step oral instructions and directions.
1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.
1.5 Emphasize the salient points to assist the listener in following the main ideas and concepts.
1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.
1.7 Use effective rate, volume, pitch and tone and align nonverbal elements to sustain audience interest and attention.
1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.
1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.
1.10 Weigh media messages against the moral and religious standards of the Catholic Church.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:
  a. Establish a context, plot, and point of view.
  b. Include sensory details and concrete language to develop the plot and character.
  c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).
2.2 Deliver informative presentations:

a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).

2.3 Deliver oral responses to literature:
a. Develop an interpretation exhibiting careful reading, understanding, and insight.
b. Organize the selected interpretation around several clear ideas, premises, or images.
c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.

2.4 Deliver persuasive presentations:
a. Provide a clear statement of the position.
b. Include relevant evidence.
c. Offer a logical sequence of information.
d. Engage the listener and foster acceptance of the proposition or proposal.

2.5 Deliver presentations on problems and solutions, including areas of social justice:
a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.
b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.

2.6 Read in Mass or present a Mass reading in class.

MATHEMATICS STANDARDS

Grade Six

Number Sense

1.0 Comparing and Ordering Numbers

By the end of Sixth Grade, your child will:

1.1 Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.

1.2 Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (a/b, *a* to *b*, *a:b*).

1.3 Use proportions to solve problems (e.g., determining the value of *N* if 4/7 = N/21, finding the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.

1.4 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.

2.0 Calculating

By the end of Sixth Grade, your child will:

2.1 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.
2.2 Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g., *5/8 ÷ 15/16 = 5/8* x *16/15 = 2/3*).
2.3 Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations.
2.4 Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).

Algebra and Functions

1.0 Writing Expressions

By the end of Sixth Grade, your child will:

1.1 Write and solve one-step linear equations in one variable.
1.2 Write and evaluate an algebraic expression for a given situation, using up to three variables.
1.3 Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.
1.4 Solve problems manually by using the correct order of operations or by using a scientific calculator.

2.0 Rates and Proportions

By the end of Sixth Grade, your child will:

2.1 Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).
2.2 Demonstrate an understanding that *rate* is a measure of one quantity per unit value of another quantity.
2.3 Solve problems involving rates, average speed, distance, and time.

3.0 Patterns

By the end of sixth grade, your child will:

3.1 Use variables in expressions describing geometric quantities (e.g., P = 2w + 21, A = 1/2 bh, C = π d - the formulas for the perimeter of a rectangle, the area of a triangle, and the circumference of a circle, respectively).
3.2 Express in symbolic form simple relationships arising from geometry.

Measurement and Geometry

1.0 Area and Volume

By the end of Sixth Grade, your child will:

1.1 Understand the concept of a constant such as π; knowing the formulas for the circumference and the area of a circle.

1.2 Know common estimates of π (3.14; *22/7*) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements.
1.3 Know and use the formulas for the volume of triangular prisms and cylinders (area of base x height); compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.

2.0 Geometry

By the end of Sixth Grade, your child will:

2.1 Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.
2.2 Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.
2.3 Draw quadrilaterals and triangles from given information about them (e.g., a quadrilateral having equal sides but no right angles, a right isosceles triangle).

Statistics, Data Analysis, and Probability:

1.0 Data

By the end of Sixth Grade, your child will:

1.1 Compute the range, mean, median, and mode of data sets.
1.2 Understand how additional data added to data sets may affect these computations of measures of central tendency.
1.3 Understand how the inclusion or exclusion of outliers affects measures of central tendency.
1.4 Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context.

2.0 Limitations

By the end of Sixth Grade, your child will:

2.1 Compare different samples of a population with the data from the entire population and identify a situation in which it makes sense to use a sample.
2.2 Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.
2.3 Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.
2.4 Identify data that represent sampling errors and explain why the sample (and the display) might be biased.
2.5 Identify claims based on statistical data and, in simple cases, evaluating the validity of the claims.

3.0 Probabilities

By the end of Sixth Grade, your child will:

3.1 Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.

3.2 Use data to estimate the probability of future events (e.g., batting averages or number of accidents per mile driven).
3.3 Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; knowing that if *P* is the probability of an event, 1-*P* is the probability of an event not occurring.
3.4 Understand that the probability of either of two disjoint events occurring is the sum of the two individual probabilities and that the probability of one event following another, in independent trials, is the product of the two probabilities.
3.5 Understand the difference between independent and dependent events.

Mathematical Reasoning

1.0 Making Decisions about a Problem

By the end of Sixth Grade, your child will:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, and observing patterns.
1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.
1.3 Determine when and how to break a problem into simpler parts.

2.0 Solving Problems & Justify Reasoning

By the end of Sixth Grade, your child will:

2.1 Use estimation to verify the reasonableness of calculated results.
2.2 Apply strategies and results from simpler problems to more complex problems.
2.3 Estimate unknown quantities graphically and solve for them using logical reasoning and arithmetic and algebraic techniques.
2.4 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
2.5 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
2.6 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
2.7 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Make Connections

By the end of Sixth Grade, your child will:

3.1 Evaluate the reasonableness of the solution in the context of the original situation.
3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
3.3 Develop generalizations of the results obtained and the strategies used and apply them in new circumstances.

HISTORY/SOCIAL SCIENCE STANDARDS

Grade Six

World History and Geography: Ancient Civilizations

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major western and non-western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems and accomplishments of people, their role in developing social, economic and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant and why they declined. Students analyze the interactions among various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of mankind from the Paleolithic Era to the agricultural revolution, in terms of:

1. The hunter-gatherer societies and their characteristics, including the development of tools and the use of fire
2. The location of human communities that populated the major regions of the world and how humans adapted to a variety of environments
3. The climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and the increase in the sources of clothing and shelter

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush, in terms of:

1. The location and description of the river systems, and physical settings that supported permanent settlement and early civilizations
2. The development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power
3. The relationship between religion and the social and political order in Mesopotamia and Egypt
4. Compare monotheism and polytheism.
5. The significance of Hammurabi's code
6. Egyptian art and architecture
7. The location and description of the role of Egyptian trade in the eastern Mediterranean and Nile Valley
8. The significance of the lives of Queen Hatshepsut and Ramses the Great
9. The location of the Kush civilization and its political, commercial, and cultural relations with Egypt
10. The evolution of language and its written forms

6.3 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of the Ancient Hebrews, in terms of:

1. The origins and significance of Judaism as the first monotheistic religion based of the concept of one God who sets down moral laws for humanity
2. The sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of concepts if righteousness and justice, and importance of study; how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization
3. How Abraham, Moses, Ruth, Naomi, David, and Johanan ben Zaccai influenced the development of the Jewish religion. Discuss Biblical stories of the above.
4 The location of the settlements and movements of Hebrew peoples, including the Exodus, the movement to and from Egypt, and the significance of the Exodus experience to the Jewish people and the other people in history.
5. How the practice of the Jewish religion was modified after the destruction of the second Temple in 70 A.D., and the dispersion of the Jewish population from Jerusalem and the land of Israel

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece, in terms of:

1. The connections between geography and the development of city states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region
2. The transition from tyranny and oligarchy to democratic forms of government and back to dictatorship in ancient Greece, and the significance of the invention of the idea of citizenship
3. The key differences between Athenian or direct democracy and representative democracy (e.g., draw from *Pericles' Funeral Oration)*
4. The significance of Greek mythology to the everyday life of people in the region and how Greek mythology and epics such as the Iliad and the Odyssey and from Aesop's Fables
5. The founding, expansion, and political organization of the Persian Empire
6. Similarities and differences between life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars
7. The rise of Alexander the Great in the North and the spread of Greek culture eastward
8. The enduring contributions of important Greek figures in the arts and sciences (e.g., biographies of Sappho, Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides)

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India, in terms of:

1. The location and description of the river system and physical setting that supported the rise of this civilization
2. The significance of the Aryan invasions

3. The major belief and practices of Brahmanism in India and how they evolved into early Hinduism
4. The social structure of the caste system
5. The life and moral teachings of Buddha and how Buddhism spread is India, Ceylon, and Central Asia
6. The growth of the Maurya empire and the political and moral achievements of the emperor Asoka
7. Important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the zero)

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China, in terms of:

1. The location and description of the origins of Chinese civilization in the Huang-He Valley Shang dynasty
2. The geographical features of China that made governance and movement of ideas and goods difficult and served to isolate that country from the rest of the world
3. The life is Confucius and the fundamental teachings of Confucianism and Taoism
4. The political and cultural problems prevalent in the time of Confucius and how he sought to solve them
5. The policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin dynasty
6. The political contributions of the Han dynasty to the development of the imperial bureaucratic state and the expansion of the empire
7. The significance of the trans-Eurasian "silk roads" in the period of the Han and Roman empires and their locations
8. The diffusion of Buddhism northward to China during the Han dynasty.

6.7 Students analyze the geographic, political, economic, religious, and social structures in the development of Rome, in terms of:

1. The location and rise of the Roman Republic, including such important mythical and historical figures as Aeneas, Romulus, and Remus, Cincinnatus, Julius Caesar, and Cicero
2. The character of the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty)
3. The location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the Roman empire fostered economic growth through the use of currency and trade routes
4. The influence of Julius Caesar and Augustus in Rome's transition from republic to empire
5. The migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem

6. The origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle and later St. Augustine to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation)
7. The circumstances that led to the spread of Christianity in Europe and other Roman territories
8. The legacies of Roman art and architecture, technology and science, literature, language, and law
9. Share examples of religious art.

SCIENCE STANDARDS

Grade Six

FOCUS ON EARTH SCIENCE

Plate Tectonics and Earth's Structure

1.0 Plate tectonics explains important features of the Earth's surface and major geologic events God has created. As the basis for understanding this concept, students know:

1.1 evidence for plate tectonics based on the fit of the continents, location of earthquakes, volcanoes, and mid-ocean ridges, and the distribution of fossils, rock types and ancient climatic zones.

1.2 the solid Earth is layered with cold, brittle lithosphere; hot, convecting mantle, and dense, metallic core.

1.3 lithospheric plates, on the scales of continents and oceans, move at rates of centimeters per year in response to movements in the mantle.

1.4 earthquakes are sudden motions along breaks in the crust called faults, and volcanoes/fissures are locations where magma reaches the surface.

1.5 major geologic events, such as earthquakes, volcanic eruptions and mountain building result from plate motions.

1.6 how to explain major features of California geology in terms of plate tectonics (including mountains, faults and volcanoes).

1.7 how to determine the epicenter of an earthquake and that the effects of an earthquake vary with its size, distance from the epicenter, local geology and the type of construction involved.

Shaping The Earth's Surface

2.0 Topography is reshaped by weathering of rock and soil and by the transportation and deposition of sediment. As the basis for understanding this concept, students know:

2.1 water running downhill is the dominant process in shaping the landscape, including California's landscape.

2.2 rivers and streams are dynamic systems that erode and transport sediment, change their course and flood their banks in natural and recurring patterns.

2.3 beaches are dynamic systems in which sand is supplied by rivers and moved along the coast by wave action.
2.4 earthquakes, volcanic eruptions, landslides and floods change human and wildlife habitats.

Heat (Thermal Energy) (Physical Science)

3.0 Heat moves in a predictable flow from warmer objects to cooler objects until all objects are at the same temperature. All forms of energy are controlled by God. As a basis for understanding this concept, students know:

3.1 energy can be carried from one place to another by heat flow or by waves, including water waves, light and sound, or by moving objects.
3.2 when fuel is consumed, most of the energy released becomes heat energy.
3.3 heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and also by convection (which involves flow of matter).
3.4 heat energy is also transferred between objects by radiation; radiation can travel through space.

Energy In The Earth System

4.0 Many phenomena on the Earth's surface are affected by the transfer of energy through radiation and convection currents, as planned by God. As a basis for understanding this concept, students know:

4.1 the sun is the major source of energy for phenomena on the Earth's surface, powering winds, ocean currents and the water cycle.
4.2 solar energy reaches Earth through radiation, mostly in the form of visible light.
4.3 heat from Earth's interior reaches the surface primarily through convection.
4.4 convection currents distribute heat in the atmosphere and oceans.
4.5 differences in pressure, heat, air movement and humidity result in changes of weather.

Ecology (Life Science)

5.0 Organisms in ecosystems exchange energy and nutrients among themselves and with the physical environment in God's amazing circle of life. As a basis for understanding this concept, students know:

5.1 energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis. That energy then passes from organism to organism in food webs.
5.2 over time, matter is transferred from one organism to others in the food web and between organisms and the physical environment.
5.3 populations of organisms can be categorized by the functions they serve in an ecosystem.
5.4 different kinds of organisms may play similar ecological roles in similar biomes.

5.5 the number and types of organisms an ecosystem can support depends on the resources available and abiotic factors, such as quantity of light and water, range of temperatures and soil composition.

Resources

6.0 Sources of energy and materials differ in amounts, distribution, usefulness and the time required for their formation. God has provided a huge array of resources, which we must use wisely. As a basis for understanding this concept, students know:

6.1 the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.

6.2 different natural energy and material resources including air, soil, rocks, minerals, petroleum, fresh water wildlife and forests, and classify them as renewable or nonrenewable.

6.3 natural origin of the materials used to make common objects.

Investigation And Experimentation

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

7.1 develop a hypothesis.

7.2 select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes and binoculars) to perform tests, collect data and display data.

7.3 construct appropriate graphs from data and develop qualitative statements about the relationships between variables.

7.4 communicate the steps and results from an investigation in written reports and verbal presentations.

7.5 recognize whether evidence is consistent with a proposed explanation.

7.6 read a topographic map and a geologic map for evidence provided on the maps, and construct and interpret a simple scale map.

7.7 interpret events by sequence and time from natural phenomena (e.g., relative ages of rocks and instrusions).

7.8 dentify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hill slope).

ATMOSPHERE AT HOME

We encourage all parents to consider the following ideas when setting up a home environment for increasing student learning:

1. Provide an appropriate work space that is:

- Quiet with appropriate lighting.
- Contains supplies such as paper, pencils, resources, etc.

2. **Set up an atmosphere for studying by:**
   - Scheduling a regular, daily study time where all family members are studying.
   - Making sure the house is quiet during study time.
   - Working on establishing trust and accountability..

3. **Be involved in your child's education by:**
   - Being a role model, setting values, and modeling good Christian values.
   - Demonstrating a positive attitude.
   - Providing help, resources, and encouragement.
   - Showing interest and supporting your child's work.
   - Upholding the school's expectations.
   - Supporting and participating in school service opportunities.

4. **Strive to establish a Christian family atmosphere by:**
   - Encouraging your child to follow the teachings of Jesus in his/her dealing with others.
   - Encouraging regular family prayer and the celebration of religious experiences.
   - Modeling Christian values.
   - Acknowledging and supporting your child's efforts.
   - Reinforcing Christian behavior.
   - Providing opportunities for service to others.

5. **Strengthen communication with your child by:**
   - Spending quality time with your child often.
   - Sharing resources from your community.
   - Establishing/enforcing reasonable consequences for behavior.

HOME ACTIVITIES FOR LANGUAGE ARTS

Reading

- Schedule with your child regular visits to the library and/or bookstore.
- Provide comfortable reading level and age appropriate materials.
- Subscribe to magazines of interest for different members of the family.
- Have your child share information about books, magazines, newspaper.
- Schedule a family reading time where everyone is reading books, magazines, newspaper, etc.

Reading Comprehension

- Have family discussions about things read, including book reviews, discussions about various characters in a story, etc.
- After reading a story, ask your child questions about the story that relate to the main idea, story details, sequence of events, and different story endings.
- Have your child share newspaper articles they have read and then discuss the event.

Writing

- Have your child write about daily events in their journal.
- Have your child write letters and thank you notes.
- Have your child write summaries of movies, T.V. programs, etc.

- Have your child communicate with friends using the E-mail.
- Have your child use a computer for writing, using portions of the program that make the paper "pleasing to the eye" such as adding graphics to the text.
- Supervise your child while they edit their own work.

Written and Oral English Language Conventions

- Play word games such as Scrabble, Probe, Pictionary with your child.
- Have your child edit/correct errors found in the newspaper.
- Edit the letters your child has written looking for correct punctuation, capitalization, grammar, and sentence structure.

Listening and Speaking

- Discuss points of views expressed in the media with your family.
- Listen as your child speaks, helping him/her to use correct grammar and to avoid using improper language.
- Encourage your child to listen to the opinions of others and, when needed, ask for support of their opinions.

HOME ACTIVITIES FOR MATHEMATICS

Number Sense

- Play number games with your child.
- Help your child practice multiplication and division facts using flash cards.
- When shopping, give your child real and practical experiences such as weighing fruit, comparing prices, calculating discounts, determining the better buy, and figuring change.
- When cooking, have your child change the recipe by doubling or cutting in half the amounts.
- Have your child calculate interest, fees, and penalties for a savings account.

Algebra and Functions

- Have your child plan a trip and determine miles to travel, gas mileage for the car, the amount of gas to be used, the traveling speed, and estimated arrival time.
- Have your child discuss the different currency rates in different countries. Discuss how much 100 dollars of American money might be worth in Japan, China, Canada, for example.

Measurement and Geometry

- Have your child build projects (e.g., sewing, woodwork, crafts, tile floors, anything requiring a design) using the concepts of geometry, area, and circumference.
- Work with your child in planning home improvement projects that require measuring, using standard and metric units (e.g., building a cabinet, determining square footage of a room before painting).

Statistics, Data Analysis, and Probability

- Have your child calculate averages for sports (e.g., free throw percentage, Baseball averages, Football rushing average, passing percentage, quarterback ratings).
- When working on a science project, have your child collect and record data.
- Play card or dice games with your child and and mathematically determine the probability of winning.

Mathematical Reasoning

- Play reasoning games with your child (e.g., purchase a logic book).
- Have your child solve puzzles (e.g., riddles, crossword).
- Have your child plan a family budget.

HOME ACTIVITIES FOR

HISTORY/SOCIAL SCIENCE

Early Physical and Cultural Development of Humankind

- Take your child to a museum to see fossil evidence, or artifacts, of pre-historic man.
- Using branches, vines, twigs, and/or grass, build a shelter in the back yard, like the ones built by pre-historic man, and spend the night in this shelter. Discuss with your child the shelter they built and how it felt to sleep there.

Early Civilizations of Mesopotamia, Egypt, and Kush

- Have your child create a series of symbols for different words or letters. Then have your child write a message using these symbols, as done by the ancient cultures then read the message.
- While camping by a river/creek, have your child build a toy boat and put the boat in the water. Observe the current it follows, obstructions, problems with navigation, etc. Compare this with the problems people had with early water transportation.

Structures of the Ancient Hebrews

- Talk with your child about the present religions in the world and discuss the some of their similarities and differences.
- Discuss with your child the significance of Judiasm, the first religion to believe in one God, a God who gives moral laws for man.
- On a map, locate the counties Egypt and the surrounding area, noting that this is where the Hebrews developed as a nation.

Structures of the Early Civilizations of Greece, India, and China

- On a map, locate major Asian cities located by rivers, and cities along the Mediterrean Sea Coastline. Discuss reasons why these cities developed, including the importance of water for trading goods, delivering news, political influences and cultural ideas. Discuss how water helped sustain cities and expand the civilization.
- With your family, spend the weekend living in a Caste system.. Assign all the family duties to duplicate a Caste System. (e.g., The top people are dictators to the two layers below them. The second layer may dictate to the lower level, but not the top. The lowest level are the servants.) Appoint family members for each level and role play the system. At the end of the weekend, discuss the feelings of each person and the social justice for this system.
- The next weekend, role play a democratic form of government where discussion, collaboration, and voting take place prior to decisions that effect the family. Again, discuss the feelings of each person and the social justice for this system.
- Take your child to a cultural restaurant (e.g., Chinese, Greek, Indian) and sample their food, comparing it to American food. Discuss why this food became part of that country's diet (e.g., weather, land, soil conditions, proximity to the ocean).
- Go on a shopping trip and look for material or items made totally of one of the four different types of natural fibers (silk, cotton, wool, and linen). Compare these fibers

for texture, durability and comfort. Discuss why these natural fibers are usable in all cultures.

Structures During Development of Rome

- With your child, look on a map or globe and locate Rome and the surrounding area. Then discuss why the Roman Empire took over the "then know world" (e.g., talk about climate, geography, the vast coastline, agriculture).
- Discuss with your child the system, used by the Romans, of bartering. Set up a store in your house, owned and run by mother. All children must barter for all merchandise, using a form a currency developed by the kids (e.g., Jelly Bellys, M & M's.). Discuss the process of bartering and how this concept is used in your family and America today.
- With your child, look around your community to discover buildings that have Roman architectural influence.

HOME ACTIVITIES FOR SCIENCE

Focus on Earth Science

Plate Tectonics and Earth's Structure

Plate Tectonics Accounts for Important Features of the Earth's Surface

- With your child, make, or find, a map of the Pacific basin and locate Japan, the Phillipians, Hawaii, North and South America, major mountain ranges, and the San Andreas Fault. Label the areas that have earth quakes or volcanoes.
- With your child, look on the Internet for a sight showing the location of earthquakes and active volcanoes. Put a mark on your map showing the location of each earthquake and volcano The area around the Pacific Ocean is known as the "Ring of Fire." Discuss this concept with your child, using your map.
- With your child, look on the Internet, finding the number of earthquakes that take place in the world every day. Record this number. Record the number of daily earthquakes for a week.

Shaping Earth's Surface

Topography is Reshaped by the Weathering

- When walking by a stream with your child, look at the inside and outside curves. Talk about how and why their edges are different.
- With your child, look at different land formations and discuss all signs of erosion.
- With your child, walk along a beach and observe the wave action on the surface of the sand. Then create different shapes in the sand and watch how the waves affect them.
- Do the following experiment with your child:
  Find two aluminum basting pans. Fill one with dirt and one with growing grass. Tilt the two pans. Using a light spray, run water in each pay and watch the erosion that takes place. Discuss the part plants play in saving our soil.

- With your child, watch the news for natural disasters and discuss their effects on people, plants, and animals and if/how man's activities might have influenced the disaster..

Heat

Heat Moves in a Predictable Flow from Warmer Objects to Cooler Objects

- With your child, light a candle in a darkened room and watch the heat waves.
- Have your child touch a metal faucet spout then turn on the hot water. Let them feel the change of temperature in the metal. Discuss the differences between convection of heat via the flow of water and the conduction heat in the metal.

Energy in the Earth System

Earth's Surface is Affected by the Transfer of Energy

- With your child, put water in two different jars and record the temperature of the water. Put the two jars in the sun, covering one jar with a white paper and the other with black paper. After an hour, record the temperatures of the water. Discuss why the water temperatures are different. Discuss the concept of heat and color and how this effects the color of clothes worn in places where it is hot.
- With your child, place a "pin wheel" above a candle, far enough so it will not catch on fire. Watch the heat from the candle spin the pin wheel. Talk about heat radiation.

Ecology

Organisms in Ecosystems Exchange Energy and Nutrients

- With your child, take a trip and notice the different types of ecosystems. Discuss the types of plants and animals that are found and discuss why some are more abundant than others.
- In the park or in your own back yard, select, with your child, one square yard of ground that has plants and small animals (e.g., beetles, worms). Plot the location of each organism and tell how each interacts.
- On the square yard of ground, count, with your child, the number of each kind of plant and animal found. Record your results and make a bar graph showing this information.

Resources

Sources of Energy and Materials Differ in Amounts, Distribution, Usefulness, and the Time Required for Their Formation.

- Discuss, with your child, the different types of energy found in the world, discussing renewable and nonrenewable resources.
- With your child, identify different things around the house and determine what the item is made of and identify if that material is a renewable or nonrenewable resource.

- Discuss, with your child, where electrical energy comes from, discussing different methods of generating electricity and the consequences, if any, of these different processes.
- As a family, begin the process of conserving electricity. Each month, when the electric bill arrives, put the number of "kw" used during the month. Post the number each month and see if the family can use less electricity.
- Using the information above, have your child make a line graph showing the usage of electricity over a period of six months.

Investigation and Experimentation

Scientific Progress is Made by Asking Meaningful Questions and Conducting Investigations

- Assist your child on their science fair project, making sure they include the:
  1. Question — The question that they will answer
  2. Hypothesis — Their first answer to the question
  3. Materials Used — Items for the experiment
  4. Results — What really happened
  5. Conclusions — What was learned from the experiment.
- Help your child select the appropriate tools to conduct their experiment.
- Help your child as he/she makes graphs/charts to display their data.

STUDENT'S RECORDS

How is your child's progress in school? Is he/she learning the required skills for their grade level? Are these questions that you have been asking? The **Student Records** on the following pages will allow you to identify the Standards your child has learned this year.

How to use the Student Records

As you see that your child has mastered one of the skills on the **Student Record,** write a date in the appropriate box. You could find out that your child knows the skill by: (1) giving them a test; (2) looking at your child's school papers; (3) observing your child perform the skill in his/her everyday life experiences, etc. Whatever the case, this **Student Record** is available for you to chart your child's progress throughout the school year.

Using the Student Record During a Teacher Conference

While talking to the teacher take out the **Student Record** and discuss your findings with the teacher. In this way, you are discussing real data about your child's knowledge of skills. During the discussion, the teacher may suggest changes to the **Student Record** because of classroom assessments or observations.

Keys to Success

Remember the following keys:

1. Always take this handbook to your teacher/parent conference so you can track your child's educational progress.
2. As your child demonstrates their knowledge of a specific skill, always write the date in the space provided.
3. Plan home activities that will help your child master one or more of the skills listed, then record his/her progress.
4. Discuss, with your child, his/her progress and set goals.

SEVENTH GRADE CONTENT STANDARDS

Parent Handbook

_____ School

Diocese of Sacramento

Content Standards for

SEVENTH GRADE

Why Content Standards?

With the adoption of content standards, California is stating–explicitly–the content that students need to acquire at each grade level from Kindergarten through grade twelve. With student mastery of this content, schools will be equal to those in the best educational systems in other states and nations.

How to Improve Student Performance?

Strong performance on standardized tests is an increasingly important part of life for all students. Access to higher education, most specialized employment licenses, and many public and private occupational opportunities depend on acceptable performance of one form or another on standardized tests.

The goal is to focus instruction on Standards, coordinate instruction between classrooms, and use common student assessments. These must emphasize both the content and assessment format students may face in the future in order to significantly increase student learning and student achievement on formal and informal assessments.

Goals for your Child's Education

Research has proven that student learning and overall productivity increases with the implementation of a Standards-based educational system. Standards define the

curriculum for each grade level, a curriculum that is coordinated from grade level to grade level and one that identifies the level of instruction appropriate for each grade. As teachers and parents understand the curriculum expectations at a specific grade level, they can provide the type of learning experiences that will allow the student successful achievement in all Standards.

How to Use this Parent Handbook

Use this handbook as a guide to your child's education in Seventh Grade by:

- Reading the Standards your child should learn during the year.
- Helping your child learn the different Standards by doing the suggested Home Activities and providing instruction when your child is having trouble with his/her homework.
- Tracking your child's progress during the year using the "Student Progress Chart" found in this document.
- Taking this Handbook to your child's parent/teacher conference. At this time, compare the teacher's Student Progress Chart with your own chart, and discuss the Standards that the child needs to master.

Parent Handbook Components

This document contains:

- Seventh Grade Standards for Religion, Language Arts, Mathematics, History–Social Science and Science
- Home Atmosphere Suggestions for improved student performance
- Home Activities for Language Arts, Mathematics, History–Social Science and Science
- Student Tracking Forms to show student progress throughout the year

RELIGION STANDARDS

Grade Seven

THEME:

Christ, the Church and the world. Faith calls us to respond to the message of Jesus.

OBJECTIVES:

A. To discover the teachings of Jesus through Christian Scriptures.
B. To understand and recognize visible signs of God's grace.
C. To respond to Christ's message with action.

1.0 MESSAGE: Discover the teachings of Jesus through Christian Scriptures.

1.1 God

1.1.1 To understand that Jesus dedicated His life to the marginalized of society.
1.1.2 To recognize that Christ is fully human and fully divine.
1.1.3 To understand that Jesus continues His mission and presence in the world through the Church.
1.1.4 To recognize that Jesus is the Lord of the past, present, and future.
1.1.5 To understand that Jesus invites all people to celebrate love in the Eucharistic banquet.

1.2 Scripture

1.2.1 To study the style and message of the parables.
1.2.2 To understand the demands of discipleship (Sermon on the Mount).
1.2.3 To understand the message of healing and reconciliation through parables and narratives.
1.2.4 To study the prediction, passion, and resurrection narratives.
1.2.5 To recognize the theme of compassion in Christian Scriptures.

1.3 Doctrine

1.3.1 To understand Mary's role in salvation.
1.3.2 To recognize the communion of saints as the unity of all those who follow Jesus.

2.0 WORSHIP: The sacraments are visible signs of God's grace.

2.1 Sacraments

2.1.1 To understand that the Rite of Christian Initiation brings adults and children (7-17 years of age) into the Church and includes the sacraments of Baptism, Confirmation, and Eucharist.
2.1.2 To understand the sacraments of healing - Reconciliation and Anointing of the Sick - celebrate Jesus' healing ministry.
2.1.3 To understand the sacraments of service - Marriage and Holy Orders - help us to fulfil our vocation.
2.1.4 To emphasize that the Eucharist is the central celebration of the Church and to review that it has two main parts--the Liturgy of the Word and the Liturgy of the Eucharist.
2.1.5 To review the symbols of individual sacraments and to understand their meaning.
2.1.6 To realize and appreciate that the sacraments are community celebrations that call us to share the love of God with others.

2.2 Prayer

2.2.1 To understand that prayer has many forms including memorized prayers, spontaneous prayer, meditative and contemplative prayer.
2.2.2 To understand that faith helps us to persist in prayer, especially in times of pain and need, and expresses confidence and trust.
2.2.3 To learn to pray to the Holy Spirit for wisdom and courage in life decisions.

2.2.4 To understand that prayer and meditation are important parts of working for peace and justice.

2.2.5 To realize we are praying as we sing psalms, acclamations, litanies, and hymns at liturgical celebrations.

2.2.6 To practice using music and dance as forms of prayer.

2.2.7 To understand that we pray with the scriptures during the Liturgy of the Word.

2.2.8 To know the following prayers: (1) Sign of the Cross; (2) Act of Contrition; (3) Lord's Prayer; (4) Creed; (5) Hail Mary; (6) Prayer of St. Francis; (7) Doxology (Glory to the Father...); (8) Acts of Faith, Hope, and Love; (9) Grace before and after meals; (10) Memorare; and (11) Hail Holy Queen

2.2.9 To have the opportunity to participate in a variety of prayer forms such as recitation, spontaneous prayer, petitions, and guided meditation.

2.3 Liturgy

2.3.1 To review the specific parts and order of the Mass - the Liturgy of the Word and the Liturgy of the Eucharist - and to be able to properly use the responses.

2.3.2 To understand that there are special liturgies for Holy Days, feast days, and special occasions.

2.3.3 To understand what the Lectionary and Sacramentary are.

2.4 Liturgical Year

2.4.1 To be able to read and interpret a liturgical calendar.

2.4.2 To understand the reason for the sequence of the liturgical year.

2.4.3 To review the significance of the colors and symbols for each Church season.

2.5 Feast Days

2.5.1 To review that the Catholic Church has special celebrations for feast days.

2.5.2 To understand and appreciate that some feasts are specific to various ethnic groups.

2.5.3 To understand that national holidays share and celebrate many Catholic/Christian values. (Thanksgiving, Martin Luther King, Jr. Day, Memorial and Veterans' Days, Mother's and Father's Days).

2.5.4 To experience and understand rituals associated with saints such as St. Joseph’s Day, St. Blaise’s Feast, St. Patrick’s Day.

2.6 Tradition

2.6.1 To understand that the Church is universal in nature but diverse in traditions according to cultural variations.

2.6.2 To understand there are many different ways to express faith within the Church.

2.6.3 To experience a variety of rituals and traditions associated with Mary.

3.0 <u>MORALITY</u>: As Christians with human dignity, we witness with our lives.

3.1 To respect all people as children of God.

3.2 To appreciate the gift of life with all its diversity.

3.3 To understand that conscience is a gift from God that helps us discern right from wrong.

4.0 <u>CATHOLIC SOCIAL TEACHING</u>: Service is a response to the message of Jesus.

4.1 Justice

4.1.1 To understand that justice is the foundation of the Church.
4.1.2 To understand that respect for human dignity is key to justice.
4.1.3 To understand the need to respect national, ethnic, sexual, and religious differences.
4.1.4 To realize that hunger, poverty, and violence are forms of injustice
4.1.5 To promote equality based on respect for each person as a creation of God.
4.1.6 To understand that every right has a corresponding responsibility.
4.1.7 To understand that for Christians, Gospel values are the foundation of social, economic, and political choices.

4.2 Peace

4.2.1 To recognize examples of peace and peacemakers in the Bible.
4.2.2 To be encouraged to actively seek and work for peace.
4.2.3 To understand that peace is also an inner condition.
4.2.4 To realize that peace begins and can grow from the actions of one individual.
4.2.5 To understand that tolerance and acceptance are keys to peace.
4.2.6 To recognize that Jesus' example of prayer and meditation can guide us to peace.
4.2.7 To build on conflict resolution skills.

4.3 Local Needs

4.3.1 To recognize the needs of others, both in our own community and throughout the world.
4.3.2 To participate in school and class service projects.

5.0 <u>COMMUNITY</u>: The People of God have been present and active throughout history.

5.1 Models of Church

5.1.1 To realize that we are all called to be saints.
5.1.2 To recognize that martyrs exist even in our time.
5.1.3. To realize that there are many role models in addition to the saints.
5.1.4 To understand that the Church is a human institution with a divine mission.
5.1.5 To understand that the Church functions as Body of Christ, Servant, Sacrament, and Institution.

5.2 Church History

5.2.1 To understand the canonization process.
5.2.2 To learn about the Doctors of the Church.
5.2.3 To learn the ways the Church as institution communicates with the faithful such as Councils and encyclicals.

6.0 <u>FAMILY LIFE</u>: Choice and action are related.

6.1 Human Dignity

6.1.1 To understand that mature human sexuality demands a life-enriching commitment to other persons in the community.

6.1.2 To understand that human sexuality carries with it the responsibility to work toward Christian sexual maturity.

6.1.3 To understand that there are moral guidelines in regard to one's human sexuality.

7.0 <u>TERMINOLOGY</u>:

Abba	ministry	apostolic	miracleAscension
mystical body			
Beatitudes	occasion of sin	capital sins	parable
cardinal virtues	Pentecost		
prejudice	conscience	communion of saints	evangelist
temptation	resurrection of the body		
incarnate	incarnation	theological virtues	
theology	Kingdom	transfiguration	
Last Supper	virtue	Way of the Cross	
meditation	lay person	life everlasting	

<u>SCRIPTURE REFERENCES</u> to be used to develop the themes of the religion standards.

Isaiah 7: 10-14	Emmanuel; God with us
Isaiah 11: 1-2	Characteristics of the Messiah
Isaiah 40: 1-11	Promise of Salvation
Isaiah 42: 1-4,	Suffering Servant passages
49: 1-7, 50: 4-7,	Suffering Servant passages
52: 13, 53: 12	Suffering Servant passages
Isaiah 61: 1-3	How Jesus understood his own mission (see Luke 4: 18-19)
Jeremiah 31: 31-34	Promise of a new covenant
Ezekial 11: 19, 36: 25-26	The Messiah will bring a new spirit
Psalm 22	The prayer of Jesus from the cross
Luke 6: 20-21	Beatitudes
Mark 8: 27-29	Peter’s profession of faith
Luke 3: 21-22	Jesus is baptized
John 13: 1-17	The Last Supper
Luke 22: 37-39	The Greatest Commandment
John 15: 2	The True Value
Matthew 1: 18, 2: 23, Luke 1-2	Infancy Narrative
Matthew 26-28	Passion, Death, and Resurrection Narrative

Mark 14-15 Passion, Death, and Resurrection Narrative
Luke 22-24 Passion, Death, and Resurrection Narrative
John 18-21 Passion, Death, and Resurrection Narrative

Hebrew Scripture Books (46):

Pentateuch: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy
Historical Books: Joshua, Judges, Ruth, 1 and 2 Samuel, 1 and 2 Kings
Chroniclers History and the Later Histories: 1 and 2 Chronicles, Ezra and Nehemiah, Tobit, Judith, Esther, 1 and 2 Maccabees
Wisdom Books: Job, Psalms, Proverbs, Ecclesiastes, Song of Songs, Wisdom, Sirach
Major Prophets: Isaiah, Jeremiah, Lamentations (Jeremiah), Baruch, Ezekial, and Daniel
Minor Prophets: Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah,Haggai, Zechariah, and Malachi

Christian Scriptures (26):

Gospels: Matthew, Mark, Luke and John
Other Writings: Acts of the Apostles and Revelation
Letters: Romans, 1 and 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 and 2 Thessalonians, 1 and 2 Timothy, Titus, Philemon, Hebrews, James,1 and 2 Peter, 1, 2, and 3 John, Jude

LANGUAGE ARTS STANDARDS
Grade Seven

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

By the end of seventh grade, your child will:

1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.
1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixed to understand content-area vocabulary.
1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level appropriate material and student Bibles. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.

By the end of seventh grade, your child will:

2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).
2.2 Locate information by using a variety of consumer, workplace, and public documents.
2.3 Analyze text that uses the cause-and-effect organizational pattern.
2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.
2.5 Understand and explain the use of a simple mechanical device by following technical directions.
2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping
2.7 Possess the ability to locate a particular verse or reading in the Bible, using only chapter number and verse.
2.8 Understand and analyze the differences in structure and purpose between the four gospels and their writers.

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3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature, including the Bible, that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

By the end of seventh grade, your child will:

3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).
3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).
3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.
3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

3.7 Interpret the writings of the gospel writers, using specific Bible verses.

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

By the end of seventh grade, your child will:

1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific drafts.
1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.
1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.
1.8 Research the life of a Biblical figure or saint and use word processing skills to publish the work.
1.9 Write fluidly and legibly in cursive or joined italic.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:

2.1 Write fictional or autobiographical narratives:
   a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
   b. Develop complex major and minor characters and a definite setting.
   c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including

2.2 Write responses to literature and the Bible:

a. Develop interpretations exhibiting careful reading, understanding, and insight.
b. Organize interpretations around several clear ideas, premises, or images from the literary work.
c. Justify interpretations through sustained use of examples and textual evidence.

2.3 Write research reports:
a. Pose relevant and tightly drawn questions about the topic.
b. Convey clear and accurate perspectives on the subject.
c. Include evidence compiled through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries).
d. Document reference sources by means of footnotes and a bibliography.

2.4 Write persuasive compositions:
a. State a clear position or perspective in support of a proposition or proposal.
b. Describe the points in support of the proposition, employing well-articulated evidence.
c. Anticipate and address reader concerns and counter arguments.

2.5 Write summaries of reading materials:
a. Include the main ideas and most significant details.
b. Use the student's own words, except for quotations.
c. Reflect underlying meaning, not just the superficial details.

2.6 Write a Church petition.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of Standard English conventions appropriate to the grade level.

By the end of seventh grade, your child will:

1.1 Place modifiers properly and use the active voice.
1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents,
1.3 Identify all parts of speech and types and structure of sentences.
1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).
1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.
1.6 Use correct capitalization.
1.7 Spell derivatives correctly by applying the spellings of bases and affixes.

Listening and Speaking

1.0 Listening and Speaking Strategies

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.

By the end of seventh grade, your child will:

1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
1.2 Determine the speaker's attitude toward the subject.
1.3 Respond to persuasive messages with questions, challenges, or affirmations.
1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.
1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.
1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.
1.9 Weigh media messages against the moral and religious standards of the Catholic Church.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:
  a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
  b. Describe complex major and minor characters and a definite setting.
  c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).
2.2 Deliver oral summaries of articles and books:
  a. Include the main ideas of the eve3nt or article and the most significant details.
  b. Use the student's own words, except for material quoted from sources.
  c. Convey a comprehensive understanding of sources, not just superficial details.
2.3 Deliver research presentations:
  a. Pose relevant and concise questions about the topic.

b. Convey clear and accurate perspectives on the subject.
c. Include evidence generated through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, computer databases, magazines, newspapers, dictionaries).
d. Cite reference sources appropriately.

2.4 Deliver persuasive presentations:
a. State a clear position or perspective in support of an argument or proposal.
b. Describe the points in support of the argument and employ well-articulated evidence.

2.5 Read in Mass or present a Mass reading in class.

2.6 Deliver an oral summary of essays or reports, as they relate to religious figures.

MATHEMATICS STANDARDS

Grade Seven

Number Sense

1.0 Computing

By the end of Seventh Grade, your child will:

1.1 Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.

1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

1.4 Differentiate between rational and irrational numbers.

1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.

1.6 Calculate the percentage of increases and decreases of a quantity.

1.7 Solve problems involving discounts, markups, commissions, and profit and compute simple and compound interest.

2.0 Fractions

By the end of Seventh Grade, your child will:

2.1 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.

2.2 Add and subtract fractions by using factoring to find common denominators.

2.3 Multiply, divide, and simplify rational numbers by using exponent rules.

2.4 Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine, without a calculator, the two integers between which its square root lies and explain why.

2.5 Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.

Algebra and Functions

1.0 Writing Expressions

By the end of Seventh Grade, your child will:

1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).

1.2 Use the correct order of operations to evaluate algebraic expressions such as 3(2*x* + 5)2.

1.3 Simplify numerical expressions by applying properties of rational numbers (e.g., identify, inverse, distributive, associative, commutative) and justify the process used.

1.4 Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, expression, constant) correctly.

1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.

2.0 Evaluating Expressions

By the end of Seventh Grade, your child will:

2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.

2.2 Multiply and divide monomials; extending the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent.

3.0 Linear and Nonlinear Functions

By the end of Seventh Grade, your child will:

3.1 Graph functions of the form $y = nx2$ *and* $y = nx3$ and using in solving problems.

3.2 Plot the values from the volumes of three-dimensional shapes for various values of the edge lengths (e.g., cubes with varying edge lengths or a triangle prism with a fixed height and an equilateral triangle base of varying lengths).

3.3 Graph linear functions, noting that the vertical change (change in *y*-value) per unit of horizontal change (change in *x*-value) is always the same and know that the ration (“rise over run”) is called the slope of a graph.

3.4 Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.

4.0 Linear Equations

By the end of Seventh Grade, your child will:

4.1 Solve two-step linear equations and inequalities in one variable over the rational number, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.

4.2 Solve multistep problems involving rate, average speed, distance, and time or a direct variation.

Measurement and Geometry

1.0 Measurement

By the end of Seventh Grade, your child will:

1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).

1.2 Construct and read drawings and models made to scale.

1.3 Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.

2.0 Perimeter and Area

By the end of Seventh Grade, your child will:

2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.

2.2 Estimate and compute the area of more complex or irregular two- and three-dimensional figures by breaking the figures down into more basic geometric objects.

2.3 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.

2.4 Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units (1 square foot = 144 square inches or [1 ft2] = [144 in2], 1 cubic inch is approximately 16.38 cubic centimeters or [1 in3] = [16.38 cm3]).

3.0 Geometry

By the end of Seventh Grade, your child will:

3.1 Identify and construct basic elements of geometric figures (e.g., altitudes, midpoints, diagonals, angle bisectors, and perpendicular bisectors; central angles, radii, diameters, and chords of circles) by using a compass and straightedge.

3.2 Understand and use coordinate graphs to plot simple figures, determining lengths and area relating to them, and determine their image under translations and reflections.

3.3 Know and understand the Pythagorean Theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verifying the Pythagorean Theorem by direct measurement.

3.4 Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.

3.5 Construct two-dimensional patterns for three-dimensional models, such as cylinders, prisms, and cones.

3.6 Identify elements of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describing how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).

Statistics, Data Analysis, and Probability

1.0 Data

By the end of Seventh Grade, your child will:

1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; using the forms to display a single set of data or to compare two sets of data.

1.2 Represent two numerical variables on a scatterplot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).

1.3 Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

Mathematical Reasoning

1.0 Make Decisions about a Problem

By the end of Seventh Grade, your child will:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.

1.3 Determine when and how to break a problem into simpler parts.

2.0 Solving Problems and Justifying Reasoning

By the end of Seventh Grade, your child will:

2.1 Use estimation to verify the reasonableness of calculated results.

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

2.4 Make and test conjectures by using both inductive and deductive reasoning.

2.5 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.6 Express the solution clearly and logically by using the appropriate mathematical notation and terms.

2.7 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

2.8 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Make Connections

By the end of Seventh Grade, your child will:

3.1 Evaluate the reasonableness of the solution in the context of the original situation.

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
3.3 Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

HISTORY/SOCIAL SCIENCE STANDARDS
Grade Seven

World History and Geography: Medieval and Early Modern Times

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500-1789 AD. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire, in terms of:

1. The early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering and philosophy; preservation and transmission of Christianity) and its ultimate internal weakness (e.g., rise of autonomous military powers with in the empire, undermining of citizenship by the growth of corruption and slavery, lack of education and the distribution of news).
2. The geographic borders of the empire at its height and the factors that threatened it territorial cohesion.
3. The establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire with an emphasis on the growing schism between Roman Catholicism and Eastern Orthodoxy.

7.2 Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the middle ages, in terms of:

1. The physical features and climate of the Arabian peninsula, its relationship to surrounding bodies of land and water and the relationship between nomadic and sedentary ways of life.
2. The origins of Islam and the life and teachings of Mohammed.
3. The significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice and law, and their influence in Muslims' daily life.

4. The expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread of Islam and the Arabic language.
5. The growth of cities and the trade routes created among Asia, Africa, and Europe, and the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops).
6. The intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.
7. Compare the legend of the first simple mosque built in Medina where Mohammed's camel chose to stop and the story of the spot on which Christ chose for his Church in Rome (St. Peter's).

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the middle ages in terms of:

1. The reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
2. Agricultural, technological, and commercial developments during the Tang and Sung periods.
3. The influences of Confucianism and changes on Confucian thought during the Sung and Mongol periods.
4. The importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
5. Compare and contrast the similarities of the teachings of Confucius to the teachings of Jesus (e.g., Jesus – "Do unto to others as you would have them do unto you." Confucius – "When asked, what do you think of repaying evil with kindness, Confucius replied: Then what are you going to repay kindness with? Repay kindness with kindness, but repay evil with justice.").
6. The historic influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder.

7.4 Students analyze the geographic, political, economic, religious, and social structures of the Sub-Saharan civilizations of Ghana and Mali in Medieval Africa, in terms of:

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

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan, in terms of:

1. The significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
2. The reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life.
3. The values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo and samurai and the lasting influence of the warrior code in the 20th century.
4. The development of distinctive forms of Japanese Buddhism.
5. The ninth and tenth century golden age of literature, art, and drama, and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*.
6. Investigate the reasons for the ban of Christianity in Japan in the 1600s by the Ieyasu of the Tokugawa family.

7.6 Students analyze the geography, political, economic, religious, and social structures of the civilizations of Medieval Europe, in terms of:

1. The geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation and climate and relationship of life in ancient Europe and during the Roman Empire.
2. The spread of Christianity north of the Alps and the role played by the early Church and by monasteries in its diffusion after the fall of Rome.
3. The development of feudalism, its operation in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth if town) and how feudal relationships provided the foundation of political order.
4. The conflict and cooperation between the Papacy and European monarchs (e.g., Charlemangne, Gregory VII, Emperor Henry IV).
5. The significance of developments in medieval English legal and constitutional practice and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, and independent judiciary in England).
6. The causes and course of the Religious Crusades and the effects on Christian, Muslim and Jewish populations in Europe with emphasis on the increasing contact with the cultures of the Eastern Mediterranean world.
7. Mapping the spread of the Bubonic Plague from Central Asia to China, the Middle East, and Europe and its impact on global population.
8. The importance of the Catholic church as a political, intellectual and aesthetic institution (e.g., founding of universities, the political and spiritual role of the clergy, creation of monastic and mendicant religious orders, preservation of Latin language and religious texts, St. Thomas Aquinas' synthesis of classical philosophy with Christian theology and the concept of "natural law").
9. The history of the decline of Muslim rule in the Iberian Peninsula that culminated in the "Reconquista" and the rise of Spanish and Portuguese kingdoms .
10. Compile a list of personal, social, economic, and political reasons why a young man or woman might have had for entering a medieval monastery or convent during the Middle Ages of European history. Contrast these reasons for entering or not entering religious orders today.

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Mesoamerican and Andean civilizations, in terms of:

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

7.8 Students analyze the origins, accomplishments and geographic diffusion of the Renaissance, in terms of:

1. The way in which the revival of classical learning and the arts affected a new interest in "humanism" (i.e., a balance between the intellect and religious faith).
2. The importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice) with emphasis on their importance in the spread of Renaissance ideas.
3. The effects of re-opening of the ancient "silk road" between Europe and China, including Marco Polo's travels and the locations of his routes.
4. The growth and effect of ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).
5. Advances in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., biographies of Dante, de Vinci, Michelangelo, Guttenburg, Shakespeare).
6. Research one of the great Renaissance writers or artists and their beliefs inspiring their contributions to the Catholic Church of their day. (Raphael, Michelangelo, Da Vinci, Giotto, Dante).

7.9 Students analyze the historical developments of the Reformation, in terms of:

1. The causes for the internal decay of the Catholic church (e.g., tax policies, selling of indulgences).
2. The theological, political, and economic ideas of the major figures during the Reformation (e.g., Erasmus, Martin Luther, John Calvin, William Tindale).
3. The influence of new practices of church self-government among Protestants on the development of democratic practices and ideas of federalism.
4. The location and identification of European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions on the New World.
5. How the Counter-Reformation revitalized the Catholic Church and the forces that propelled the movement (e.g., St Ignatius of Loyola, and the Jesuits, the Council of Trent).

6. The institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the work in the medieval and early modern periods, including their location on a world map.
7. The "Golden Age" of cooperation between Jews and Muslims in Medieval Spain which promoted creativity in art, literature and science, including how it was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

7.10 Students analyze the historical developments of the Science Revolution and its lasting effect of religious, political and cultural institutions, in terms of:

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

7.11 Students analyze political and economic changes in the sixteenth, seventeenth, and eighteenth centuries (Age of Exploration, the Enlightenment, and the Age of Reason), in terms of:

1. The great voyages of discovery, the location of the routes, and influence of cartography in developing a new European world view.
2. The exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent.
3. The origins of modern capitalism, the influence of mercantilism and cottage industry, the elements and importance of a market economy in seventeenth-century Europe, and the changing international trading and marketing patterns, including their location on a world map and the influence of explorers and map makers.
4. How the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and the Greeks, Romans, and Christianity.
5. How democratic thought and institutions were influenced by Enlightenment thinkers (e.g., Locke, Montesquieu, American founders.
6. How the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

7.12 Identify the roles missionaries and social workers play in struggling, war-torn, or third-world nations today.

SCIENCE STANDARDS

Grade Seven

Focus on Life Science

Cell Biology

1.0 God made all living things to be composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept, students know:

1.1 the way in which cells function is similar in all living organisms.
1.2 the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.
1.3 the nucleus is the repository for genetic information in plant and animal cells.
1.4 mitochondria liberate energy for the work that cells do, and chloroplasts capture sunlight energy for photosynthesis .
1.5 cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.
1.6 As multi-cellular organisms develop, their cells differentiate.
1.7 observe plant and animal cells through microscopes.
1.8 how immune system cells fight disease.
1.9 how HIV destroys T-cells.
1.10 cell organelles and their function.
1.11 the cell in its environment.
1.12 chemical compounds in cells.
1.13 diffusion; osmosis; passive and active transport across cell membrane.
1.14 cell mutation causing cancer.

Genetics

2.0 A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept, students know:

2.1 the differences between the life cycles and reproduction of sexual organisms .
2.2 sexual reproduction produces offspring that inherit half of their genes from each parent.
2.3 an inherited trait can be determined by one or by many genes.
2.4 plant and animal cells contain many thousands of different genes, and typically have two copies of every gene. The two copies (or alleles) of thegene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.
2.5 DNA is the genetic material of living organisms and is located in the chromosomes of each cell.
2.6 human genetic disorders and disease

Evolution

3.0 God initiated the biological evolution process which accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept, students know:

3.1 both genetic variation and environmental forces act to cause evolution and diversity of organisms.
3.2 the reasoning used by Darwin in his conclusions that natural selection is the mechanism of evolution.
3.3 how independent lines of evidence from geology, fossils, and comparative anatomy provide a basis for the theory of evolution.
3.4 how to construct a simple branching diagram to classify several living groups of organisms by shared derived characteristics, and that a branching diagram can be expanded to include fossil organisms.
3.5 extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient to allow its survival.

Earth And Life History (Earth Science)

4.0 Evidence from rocks allows us to understand the evolution of life on Earth. As the basis for understanding, students know:

4.1 Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.
4.2 the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impact of an asteroid.
4.3 the rock cycle includes the formation of new sediment and rocks. Rocks are often found in layers with the oldest generally on the bottom.
4.4 evidence from geologic layers and radioactive dating indicate the Earth is approximately 4.6 billion years old, and that life has existed for more than 3 billion years.
4.5 fossils provide important evidence of how life and environmental conditions have changed.
4.6 how movements of the Earth's continental and oceanic plates through time, with associated changes in climate and geographical connections, have affected the past and present distribution of organisms.
4.7 how to explain significant developments and extinctions of plant and animal life on the geologic time scale.
4.8 viruses and bacteria; how infectious diseases spread.
4.9 research report on virus/bacterial disease using paraphrasing of resource materials.
4.10 types of protists and algae.

Structure And Function In Living Systems

5.0 The anatomy and physiology of plants and animals of God's world illustrate the complimentary nature of structure and function. As a basis for understanding this concept, students know:

5.1 plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.
5.2 organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.
5.3 how bones and muscles work together to provide a structural framework for movement.

5.4 how the reproductive organs of the human female and male generate eggs and sperm, and how sexual activity my lead to fertilization and pregnancy.
5.5 the function of the umbilicus and placenta during pregnancy.
5.6 the structures and processes by which flowering plants generate pollen and ovules, seeds, and fruit.
5.7 relate the structures of the eye and ear to their functions.

Physical Principles In Living Systems (Physical Science)

6.0 Physical principles underlie biological structures and functions of God's universe. As a basis for understanding this concept, students know:

6.1 visible light is a small band within a very broad electromagnetic spectrum.
6.2 for an object to be seen, light emitted by or scattered from it must enter the eye.
6.3 that light travels in straight lines except when the medium it travels through changes.
6.4 how simple lenses are used in a magnifying glass, the eye, camera ,telescope, and microscope.

6.5 white light is a mixture of many wavelengths (colors), and that retinal cells react differently with different wavelengths.
6.6 the angle of reflection of a light beam is equal to the angle of incidence.
6.7 how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints)
6.8 how levers confer mechanical advantage and how the application of this principle applies to the muscular-skeletal system.
6.9 that contractions of the heart generate blood pressure, and that heart valves prevent back flow of blood in the circulatory system.
6.10 light interacts with matter by transmission (including refraction), absorption, or scattering (including reflection).
6.11 the steps of the scientific method and application for problem solving; understanding and demonstrating.

<u>Investigation And Experimentation</u>

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

7.1 develop a hypothesis.
7.2 select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes and binoculars) to perform tests, collect data and display data.
7.3 construct appropriate graphs from data and develop qualitative statements about the relationships between variables.

7.4 communicate the steps and results from an investigation in written reports and verbal presentations.
7.5 recognize whether evidence is consistent with a proposed explanation.
7.6 read a topographic map and a geologic map for evidence provided on the maps, and construct and interpret a simple scale map.
7.7 interpret events by sequence and time from natural phenomena.
7.8 identify changes in natural phenomena over time without manipulating the phenomena.

ATMOSPHERE AT HOME

We encourage all parents to consider the following ideas when setting up a home environment for increasing student learning:

1. **Provide an appropriate work space that is:**
   - Quiet with appropriate lighting.
   - Contains supplies such as paper, pencils, resources, etc.

2. **Set up an atmosphere for studying by:**
   - Scheduling a regular, daily study time where all family members are studying.
   - Making sure the house is quiet during study time.
   - Working on establishing trust and accountability..

3. **Be involved in your child's education by:**
   - Being a role model, setting values, and modeling good Christian values.
   - Demonstrating a positive attitude.
   - Providing help, resources, and encouragement.
   - Showing interest and supporting your child's work.
   - Upholding the school's expectations.
   - Supporting and participating in school service opportunities.

4. **Strive to establish a Christian family atmosphere by:**
   - Encouraging your child to follow the teachings of Jesus in his/her dealing with others.
   - Encouraging regular family prayer and the celebration of religious experiences.
   - Modeling Christian values.
   - Acknowledging and supporting your child's efforts.
   - Reinforcing Christian behavior.
   - Providing opportunities for service to others.

5. **Strengthen communication with your child by:**
   - Spending quality time with your child often.
   - Sharing resources from your community.
   - Establishing/enforcing reasonable consequences for behavior.

HOME ACTIVITIES FOR

LANGUAGE ARTS

Reading

- Visit the library and/or bookstore with your child.
- Provide comfortable reading level and age appropriate materials.
- Subscribe to magazines of interest for different members of the family.
- Schedule a family reading time where everyone is reading books, magazines, newspaper, etc.
- Encourage your child to read nonfiction, informational materials, etc.

Reading Comprehension

- Read magazines, newspapers, and editorials on current events and discuss point of view of the author, speaker, with person reading the article.
- After reading a story, ask questions about the story.
- Talk with your child about the plot, climax, and outcome of text.

Writing

- Have your child write about daily events in their journal.
- Have your child write summaries of T.V. programs, plays, productions, critiques, evaluations, etc.
- Encourage creative writing including prayers, poems, short stories, etc.
- Have your child use technology to communicate to others.
- Have your child use a computer for writing, using the capabilities of the machine to enhance the writing.

Written and Oral English Language Conventions

- Have your child edit/correct errors found in the newspaper.
- Supervise your child editing letters they have written, looking for correct punctuation, capitalization, grammar, and sentence structure.
- Have the child use computer software to enhance their writing (e.g., grammar checker).

Listening and Speaking

- Have your child read material aloud. Listen for voice inflections, seeing if the tone of the voice fits the theme being read.
- Have your child create and put on a play by themselves or with friends.
- Have your child listen to and explain the lyrics of a selection of music.
- Listen to books on tape, speeches, poetry, etc.
- Memorize and recite good literature, poems, etc.

HOME ACTIVITIES FOR MATHEMATICS

Number Sense

- When shopping, give your child real and practical experiences such as calculating discounts, determining the better buy, and figuring change.

- When cooking, have your child change a recipe by doubling or cutting the amounts in half.
- Have your child calculate interest, fees, and penalties for a savings account.

Algebra and Functions

- Have your child create and solve problems using department store ads (e.g., Find three items that total $50.00 including tax).
- Have your child solve problems that have multiple solutions (e.g., How many ways can you make a double dip ice cream cone given 5 flavors of ice cream).

Measurement and Geometry

- Build projects (e.g., sewing, woodwork, crafts, tile floors, anything requiring a design) with your child using geometry, area, and circumference.
- Work with your child in planning home improvement projects that require measuring, using standard and metric units (e.g., building a cabinet, determining square footage of a room before painting).
- Have your child make a scale map of your block, house, etc.

Statistics, Data Analysis, and Probability

- Have your child calculate averages for sports (e.g., free throw percentage, baseball averages, rushing average, passing percentage, quarterback ratings).
- Have your child calculate and graph calorie intake per meal or per day.
- Design and build, with your child, carnival type games and state the probability for winning each game (e.g., When rolling one die, the probability of rolling a five is one chance in six because there are six sides on the dice). Next have friends play each of the games and compare the number of times they win with the projected probability.

Mathematical Reasoning

- Play strategy games with your child (e.g., Battleship on a coordinate grid, chess).
- Have your child solve puzzles (e.g., riddles, crossword).
- Have your child plan a family budget.
- Purchase a logic book for your child.

HOME ACTIVITIES FOR
HISTORY/SOCIAL SCIENCE

Causes and Effects of the Expansion and Disintegration of the Roman Empire

- Discuss, with your child, some of the reasons why the Roman Empire took over the "then know world." Discuss climate, geography, vast amount of coastline, agriculture, closeness to major waterways., etc.
- Talk with your child about reasons why the Roman Empire might have collapsed. Include; (1) democratic government was taken over by an emperor with ultimate power, (2) the empire was so large it was unmanageable, and (3) the revolution by the slaves.

Explore the Structures of the Civilization of Islam, China, Ghana, Africa, Japan, and Europe, in the Middle Ages

- Make a map of Asia, Europe, and northern Africa. On the map, include major mountain ranges, rivers, and oceans. Next identify the goods that each of the countries traded. Put these on the map.
- With your child, look around the house and identify the different items (e.g., piano keys, spices, gun powder, tea, salt) and tell what country they came from.
- For fun, have your child cook one meal without using any seasoning. Discuss the flavor of the food and how food might have tasted in the early days if the countries had not traded spices.
- The political structure of the Eastern Hemispheres, during the middle ages, was ruled by the rich and educated people. In your family, play the computer game of "Who Wants to be a Millionaire." Each family member plays 3 games each. At the end of this time, the person with the highest winnings becomes the educated ruler of the family for a weekend. Talk about how it felt being ruled by the most educated person in the family.

Compare the Meso-American and Andean Civilizations.

- On a map of the world, help your child locate Mexico, Central America, South America, the Andes Mountains and the Amazon basin. Talk about what people in the family know about this area.
- Before taking a trip to the mountains, have your child run 100 yards then talk about how he/she feels. When arriving in the mountains, have your child again run 100 yards and talk about how he/she feels. Discuss running at the different altitudes and how professional football players, for example, have to adapt to high elevations when playing in Denver, CO.
- With your child, plan and cook a Mexican meal.
- While traveling with your child, look for and discuss Mexican art in California.

Analyze the Origins, Accomplishments, and Geographic Diffusion of the Renaissance.

- With your child, look up the word "Renaissance." in the dictionary and discuss the definition.
- Talk with your child about how Leonardo da Vinci developed plans for mechanical devices, such as the helicopter. Have your child build a model using a set of plans (e.g., a model airplane, model car).
- Have each member of the family develop a set of plans for a bridge. Using simple materials (e.g., sugar cubes, tooth picks, pop cycle sticks) have each person builds their bridge. Put different weights on each bridge to determine the strongest one. Award a prize for the strongest bridge.
- With your child, visit a newspaper office and see the technique used for printing. Compare this process to the Gutenberg printing press.
- With your child, find a map of Asia, Europe, and northern Africa, and note the trade routes, (e.g., the silk road and the travels of Marco Polo).
- Visit a museum and note the artwork and the signature of the artist. Discuss with your child the fact that the Renaissance period was the first time in history that people were recognized as individuals (e.g., signing his/her name to a painting).

- On your next trip with your child, talk about the different types of architecture (e.g., Spanish, Roman, Western, Oriental).
- Help your child create a word search including 20 names of people and cities influential in the Renaissance period.

The Reformation.

- In history, the Reformation was the time when the people began to protest some of the beliefs and practices of the catholic church. These people left the Catholic church and formed the Protestant religions. During this time, the Bible underwent a number of translations into English. With your child, compare scriptures from two or more different translations and discuss their differences, similarities, and clarity.
- With your child, create a map showing the land owned by the dominate religious influences, before and after the reformation.

Historical Developments of the Scientific Revolution

- Copernicus, using the idea of shadow's at different locations, determined that the earth rotated around the sun and that the earth was round. With your child, make a sun dial and use this device to tell time.
- With your child, talk about the result of the scientific revolution, pointing out the number of things we have around the house that use a thermometer, microscope, telescope, and barometer. Discuss how these inventions improved people's lives.
- With your child, follow the news of the next space shuttle mission. Discuss our modern day reaction to space travel. How would one react to this who believed that the sun rotated around the Earth? How how have these missions created global interaction?

Political and Economic Change in the sixteenth, seventeenth, and eighteenth Centuries

- Have each member of the family make a batch of cookies from scratch, without help from others, as an example of a Cottage Industry. Then, have family members work together to make a batch of cookies, as an example of Mercantilism. Discuss the advantages and disadvantages of each way of working.
- Create a crossword puzzle using the names of inventions from the 16th. - 19th. centuries. (e.g., steam engine, printing press).

HOME ACTIVITIES FOR SCIENCE

Focus on Life Science

Cell Biology

Living Organisms are Composed of Cells

- With your child, look at books that discuss cells, noting that all things are made of cells and that things grow because of cell division.

Genetics

A Typical Cell Contains Genetic Instructions that Specify its Traits

- With your child, build a family tree, going as far back in generations as possible. Record such characteristics as color of hair, eye color, height, blood type, etc. Talk about similarities and differences.
- Have your child list as many characteristics as he/she can that were inherited from his/her parents. Talk about that fact that each cell contains genetic instructions and character traits.

Evolution

Biological evolution accounts for the diversity of species

- With your child, find pictures showing the evolution of an animal, such as a horse. Note how the animal has changed over time.
- With your child, explore the variety of breeds of a certain type of animal (e.g., breeds of dogs, rabbits). Talk about reasons for all these different breeds
- With your child, look at pictures showing how man has changed over the past millennium because of climate, food supply, shelter, medicines, etc.

Earth and Life History

Evidence from Rocks Allows us to Understand the Evolution of Life

- With your child, talk about reports of endangered plants and/or animals, discussing what caused the problems and what solutions are being considered.
- With your child, talk about the ways in which an organism may become extinct and things we can do to keep this from happening.

Structure and Function in Living Systems

Anatomy and Physiology of Plants and Animals Illustrate the Complementary Nature of Structure and Function.

- With your child, make a cardboard and rubber band model of the arm. Cut out two pieces of cardboard and attach rubber bands to the cardboard, representing the biceps and triceps muscles. Move the cardboard back and forth and observe the movement of the rubber bands. Compare this to the movement of the muscles in the arm.
- When shopping at the grocery store, purchase a whole chicken. With your child, cut up the chicken before cooking. While cutting the chicken, identify all the structure parts (e.g., leg, knee joint, back bone).
- With your child, look at a tulip flower or hibiscus blossom. Identify the structures of the plant. Discuss the yellow powder, discussing what is this powder and what is its function.
- Discuss, with your child, the reproductive organs in humans, discussing how the female organs produce the egg and the male organs produce sperm. Talk about how sexual activity may lead to fertilization and pregnancy.

STUDENT'S RECORDS

How is your child's progress in school? Is he/she learning the required skills for their grade level? Are these questions that you have been asking? The **Student Records** on the following pages will allow you to identify the Standards your child has learned this year.

How to use the Student Records

As you see that your child has mastered one of the skills on the **Student Record,** write a date in the appropriate box. You could find out that your child knows the skill by: (1) giving them a test; (2) looking at your child's school papers; (3) observing your child perform the skill in his/her everyday life experiences, etc. Whatever the case, this **Student Record** is available for you to chart your child's progress throughout the school year.

Using the Student Record During a Teacher Conference

While talking to the teacher take out the **Student Record** and discuss your findings with the teacher. In this way, you are discussing real data about your child's knowledge of skills. During the discussion, the teacher may suggest changes to the **Student Record** because of classroom assessments or observations.

Keys to Success

Remember the following keys:

1. Always take this handbook to your teacher/parent conference so you can track your child's educational progress.
2. As your child demonstrates their knowledge of a specific skill, always write the date in the space provided.
3. Plan home activities that will help your child master one or more of the skills listed, then record his/her progress.
4. Discuss, with your child, his/her progress and set goals.

EIGHTH GRADE CONTENT STANDARDS

Parent Handbook

_____ School

Diocese of Sacramento

Content Standards for

EIGHTH GRADE

Why Content Standards?

With the adoption of content standards, California is stating–explicitly–the content that students need to acquire at each grade level from Kindergarten through grade twelve. With student mastery of this content, schools will be equal to those in the best educational systems in other states and nations.

How to Improve Student Performance?

Strong performance on standardized tests is an increasingly important part of life for all students. Access to higher education, most specialized employment licenses, and many public and private occupational opportunities depend on acceptable performance of one form or another on standardized tests.

The goal is to focus instruction on Standards, coordinate instruction between classrooms, and use common student assessments. These must emphasize both the content and assessment format students may face in the future in order to significantly increase student learning and student achievement on formal and informal assessments.

Goals for your Child's Education

Research has proven that student learning and overall productivity increases with the implementation of a Standards-based educational system. Standards define the curriculum for each grade level, a curriculum that is coordinated from grade level to grade level and one that identifies the level of instruction appropriate for each grade. As teachers and parents understand the curriculum expectations at a specific

grade level, they can provide the type of learning experiences that will allow the student successful achievement in all Standards.

How to Use this Parent Handbook

Use this handbook as a guide to your child's education in Eighth Grade by:

- Reading the Standards your child should learn during the year.
- Helping your child learn the different Standards by doing the suggested Home Activities and providing instruction when your child is having trouble with his/her homework.
- Tracking your child's progress during the year using the "Student Progress Chart" found in this document.
- Taking this Handbook to your child's parent/teacher conference. At this time, compare the teacher's Student Progress Chart with your own chart, and discuss the Standards that the child needs to master.

Parent Handbook Components

This document contains:

- Eighth Grade Standards for Religion, Language Arts, Mathematics, History–Social Science and Science
- Home Atmosphere Suggestions for improved student performance
- Home Activities for Language Arts, Mathematics, History–Social Science and Science
- Student Tracking Forms to show student progress throughout the year

RELIGION STANDARDS
Grade Eight

THEME:

Understanding and appreciating the history, character, and future of our Church community.

OBJECTIVES:

A. To learn about the history of the Church.
B. To assist children in understanding their role in the Church community.
C. To understand that all people are called to further the Kingdom by living the Good News of the Gospel.

1.0 <u>MESSAGE</u>: The past, present, and future of our Church community are to be valued.

1.1 God

1.1.1 To understand that Jesus devoted His life to freeing people from every form of slavery and to believe that we are called to stand, like Jesus, for and with the poor in the struggle against injustice and oppression and to free them from every form of slavery.

1.1.2 To understand that Jesus models respect and reverence for human life.

1.2 Scripture

1.2.1 To reinforce that the Bible is a collection of books that tell the story of God and His people.

1.2.2 To become proficient at searching the Bible as a book divided into books, chapters, and verses.

1.2.3 To reinforce the knowledge of authorship of Christian Scripture.

1.2.4 To reinforce that when we read the Bible, we listen to God speaking to us.

1.2.5 To deepen the understanding of the Gospel as the Good News.

1.2.6 To reinforce that scripture is an element in revelation.

1.3 Doctrine

1.3.1 To know that Jesus formed a community of disciples to continue God's saving presence.

1.3.2 To learn that the Holy Spirit inspires and guides the reform of the Church.

2.0 <u>WORSHIP:</u> We experience God's love through signs and symbols.

2.1 Sacraments

2.1.1 To review that the seven sacraments are special signs of Christ's grace and our faith.

2.1.2 To learn that the sacraments are actions of the risen Christ working through His Church to love, heal, and call us to change.

2.1.3 To know that sacraments celebrate the presence of Christ in our most important life experiences.

2.1.4 To reinforce that the Eucharist is the central celebration of our Church.

2.1.5 To understand how sacraments express and intensify values important to teenagers.

2.2 Prayer

2.2.1 To incorporate prayer as part of our daily living.

2.2.2 To know the following prayers: (1) Sign of the Cross; (2) Nicene Creed**;** (3) Lord's Prayer; (4) Prayer of St. Francis; (5) Hail Mary; (6) Acts of Faith, Hope, and Love; (7) Doxology (Glory to the Father...); (8) Hail Holy Queen; (9) Grace before and after meals: and (10) An Act of Contrition

2.2.3 To have the opportunity to participate in a variety of prayer forms such as: (1) recitation; (2) spontaneous prayer; (3) petitions; (4) guided meditation; (5) gestures; (6) song, and (7) dance.

2.3 Liturgy

2.3.1 To review the specific parts and order of the Mass - the Liturgy of the Word and the Liturgy of the Eucharist - and to be able to properly use the responses.

2.3.2 To review liturgies associated with feasts and seasons of the Church year.

2.3.3 To take leadership in planning liturgies and paraliturgies.

2.4 Liturgical Year

2.4.1 To review the colors, customs, and signs of celebrations that are traditional for the Catholic Church.

2.4.2 To review the liturgical calendar.

2.5 Feast Days

2.5.1 To review how the Catholic Church celebrates feast days.

2.5.2 To celebrate the lives of past and modern day saints.

2.6 Traditions

2.6.1 To understand in greater depth the Church as one, holy, catholic, and apostolic.

2.6.2 To understand rituals and traditions of the one, holy, catholic, apostolic Church.

2.6.3 To understand how ritual and traditions change to meet the needs of people.

2.6.4 To understand there are many ways to express one's faith within the Catholic Church.

3.0 <u>MORALITY</u>: We witness our life as Christians in faith and service.

3.1 To understand how our Christian values help us make social, economic, and political choices.

3.2 To understand that we have a conscience that sends us a signal when it is disturbed.

3.3 To be aware that some sins are collective, the wrongful acts of a group.

3.4 To realize the quality of our eternal life depends upon how we live now.

3.5 To understand that the Beatitudes are the summary of Christian morality.

4.0 <u>CATHOLIC SOCIAL TEACHING</u>: Live the Christian message by service to others.

4.1 Justice

4.11 To continue to learn to practice the values of the Gospel toward others.

4.12 To continue to learn to treat others as we want to be treated.

4.13 To continue to practice the Corporal and Spiritual Works of Mercy.

4.14 To recognize that Gospel justice can be in conflict with the secular world.

4.2 Peace

4.2.1 To learn to build the kingdom of God with our brothers and sisters throughout the world.
4.2.2 To continue to work for peace.

4.3 Local Needs

4.3.1 To recognize the needs of others, both in our own community and throughout the world.
4.3.2 To participate in school and class service projects.

5.0 <u>COMMUNITY:</u> Understand the Church community and its relationship to the world.

5.1 Models of Church

5.1.1 To understand how the Holy Spirit has developed the Church from yesterday to today and guides it to tomorrow.
5.1.2 To reinforce that the Church is family.
5.1.3 To know that we are all disciples of God.
5.1.4 To learn how the Church is an institution within national and global communities.
5.1.5 To understand that the Church, though having central leadership, is built on individual commitment.
5.1.6 To know about the role of the various groups in the Church: laity, Pope, cardinals, bishops, diocese.
5.1.7 To understand the history, work, and role of religious orders and the call to religious life today.

5.2 Church History

5.2.1 To learn that tradition is ongoing and yet evolving.
5.2.2 To understand the role of the Roman Catholic Church in world history.
5.2.3 To know that the Holy Spirit guides the Church.
5.2.4 To learn about models of Church government.

5.3 Mary/Saints

5.3.1 To recognize Mary as patroness of the Church in the United States and the Americas.
5.3.2 To continue to learn about the lives of the saints.

6.0 <u>FAMILY LIFE</u>: Relationships and commitment valued by Catholic teenagers.

6.1 Human Dignity

6.1.1 To understand about decision-making within a family.
6.1.2 To learn about relationships as a growing adolescent.
6.1.3 To respect, value, and care for all life on earth.
6.1.4 To study current issues that relate to a teenager's life.
6.1.5 To understand feelings in communicating with others.

7.0 <u>TERMINOLOGY:</u>

7.1 To become aware of the following terms in relationship to the Church:

alms Catholic action canon law Christian
cardinals Church Fathers

catacombs collegiality catechumenate
Catholic Creed Communion of Saints contemplation curia ecumenical
faith gentile Mass
martyr meditation monastery
monastic life heresy hermit icons justice option for the poor ritual liturgy religious pluralism
sacrament sacramentals Liturgy of the Hours
social justice social doctrine liberation theology symbol triune marks of the Church Trinity signs of the times Catholic Social Teaching

8.0 <u>SCRIPTURE REFERENCES</u> to be used to develop the themes of the religion standards.

Genesis 12: 1-2	God's promise to Abraham; begin to gather the people of God
Exodus 1: 1-8	God initiates the covenant with Israel
Isaiah 2: 2-5	The Church is part of this fulfilment
Isaiah 55: 3,	
Jeremiah 31: 31-34	Promise of a new covenant
Isaiah 65: 17- 25	Image of the Kingdom proclaimed by Jesus
Isaiah 66: 18-21	God will gather all nations
Matthew 28: 16-20	Commissioning of the apostles
Acts 9: 1-9	Vision of Saul (Paul)
1 Corinthians 12: 4-13	Variety of Gifts
John 13: 34-36	The new Law of Love
John 6: 35-40	The Way, the Truth, and the Life
Luke 22: 14-20	The Holy Eucharist
Acts 2: 42-47	The fervor of the early Church

Hebrew Scripture Books (46):

<u>Pentateuch:</u>	Genesis, Exodus, Leviticus, Numbers, and Deuteronomy
<u>Historical Books:</u>	Joshua, Judges, Ruth, 1 and 2 Samuel, 1 and 2 Kings
<u>Chroniclers History and the Later Histories:</u>	1 and 2 Chronicles, Ezra and Nehemiah, Tobit, Judith, Esther, 1 and 2 Maccabees
<u>Wisdom Books:</u>	Job, Psalms, Proverbs, Ecclesiastes, Song of Songs, Wisdom, Sirach
<u>Major Prophets:</u>	Isaiah, Jeremiah, Lamentations (Jeremiah), Baruch, Ezekial, and Daniel
<u>Minor Prophets:</u>	Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah,Haggai, Zechariah, and Malachi

Christian Scriptures (26):

<u>Gospels:</u>	Matthew, Mark, Luke and John
<u>Other Writings</u>:	Acts of the Apostles and Revelation

Letters: Romans, 1 and 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 and 2 Thessalonians, 1 and 2 Timothy, Titus, Philemon, Hebrews, James,1 and 2 Peter, 1, 2, and 3 John, and Jude

LANGUAGE ARTS STANDARDS
Grade Eight

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

By the end of eighth grade, your child will:

1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.

1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.

1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level appropriate material and student Bibles. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition, by grade eight, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

By the end of eighth grade, your child will:

2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).

2.2 Analyze text that uses proposition and support patterns.

2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

2.5 Understand and explain the use of a complex mechanical device by following technical directions.

2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.
2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature, including the Bible, that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

By the end of eighth grade, your child will:

3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).
3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.
3.3 Compare and contrast motivations and reactions of literary characters form different historical eras confronting similar situations or conflicts.
3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.
3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.
3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.
3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach).

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

By the end of eighth grade, your child will:

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

1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.
1.7 Write fluidly and legibly in cursive or joined italic.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:

2.1 Write biographies, autobiographies, short stories, or narratives:
- a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
- b. Reveal the significance of, or the writer's attitude about, the subject.
- c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

2.2 Write responses to literature and the Bible:
- a. Exhibit careful reading and insight in their interpretations.
- b. Connect the student's own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or to personal knowledge.

2.3 Write research reports:
- a. Define a thesis.
- b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
- c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
- d. Organize and display information on charts, maps, and graphs.

2.4 Write persuasive compositions:
- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
- b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
- c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.

2.5 Write documents related to career development, including simple business letters and job applications:
- a. Present information purposefully and succinctly and meet the needs of the intended audience.

b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

2.6 Write technical documents:
   a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.
   b. Include all the factors and variables that need to be considered.
   c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.

2.7 Write Church petitions.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write sand speak with a command of Standard English conventions appropriate to this grade level.

By the end of eighth grade, your child will:

1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.
1.4 Edit written manuscripts to ensure that correct grammar is used.
1.5 Use correct punctuation and capitalization.
1.6 Use correct spelling conventions.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

By the end of eighth grade, your child will:

1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.
1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.
1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.
1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.
1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.
1.7 Use audience feedback (e.g., verbal and nonverbal clues):
    a. Reconsider and modify the organizational structure or plan.
    b. Rearrange words and sentences to clarify the meaning.
1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).
1.9 Interpret and evaluate the various ways in which visual image-makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.
1.10 Weigh media messages against the moral and religious standards of the Catholic Church.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations (e.g., biographical, autobiographical):
    a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
    b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
    c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific actions, physical description, background description, comparison or contrast of characters).
2.2 Deliver oral responses to literature:
    a. Interpret a reading and provide insight.
    b. Connect the students' own responses to the writer's techniques and to specific textual references.
    c. Draw supported inferences about the effects of a literary work on its audience.
    d. Support judgments through references to the text, other works, other authors, or personal knowledge.
2.3 Deliver research presentations:
    a. Define a thesis.
    b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.

c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
d. Organize and record information on charts, maps, and graphs.

2.4 Deliver persuasive presentations:
a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
c. Anticipate and answer listener concerns and counter-arguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
d. Maintain a reasonable tone.

2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.

2.6 Read in Mass or present a Mass reading in class.

MATHEMATICS STANDARDS
Grade Eight

Algebra I

By the end of Algebra I, your child will:

1.0 Identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable.

1.1 Use properties of numbers to demonstrate whether assertions are true or false.

2.0 Understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. Also understand and use the rules of exponents.

3.0 Solve equations and inequalities involving absolute values.

4.0 Simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.

5.0 Solve multi-step problems, including word problems, that involve linear equations and linear inequalities in one variable and provide justification for each step.

6.0 Graph a linear equation and compute the x- and y-intercepts (e.g., graph $2x + 6y = 4$). Also sketch the region defined by linear inequalities (e.g., they sketch the region defined by $2r + 6y < 4$).

7.0 Verify that a point lies on a line, given an equation of the line and derive linear equations by using the point-slope formula.

8.0 Understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Also find the equation of a line perpendicular to a given line that passes through a given point.

9.0 Solve a system of two linear equations in two variable algebraically and interpret the answer graphically. Also solve a system of two linear inequalities in two variables and sketch the solution sets.

10.0 Add, subtract, multiply, and divide monomials and polynomials. Also solve multi-step problems, including word problems, by using these techniques.

11.0 Apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognize perfect squares of binomials.

12.0 Simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

13.0 Add, subtract, multiply, and divide rational expressions and functions. Also solve both computationally and conceptually challenging problems by using these techniques.

14.0 Solve a quadratic equation by factoring or completing the square.

15.0 Apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

16.0 Understand the concepts of a relation and a function, determining whether a given relation defines a function, and give pertinent information about given relations and functions.

17.0 Determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.

18.0 Determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.

19.0 Know the quadratic formula and be familiar with its proof by completing the square.

20.0 Use the quadratic formula to find the roots of a second-degree polynomial and solve quadratic equations.

21.0 Graph quadratic functions and know that their roots are the *x*-intercepts.

22.0 Use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.

23.0 Apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

24.0 Use and know simple aspects of a logical argument including:

- 24.1 Explain the difference between inductive and deductive reasoning and identify and provide examples of each.
- 24.2 Identify the hypothesis and conclusion in logical deduction.
- 24.3 Use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

25.0 Use properties of the number system to judge the validity of results, justify each step of a procedure, and prove or disprove statements such as:
- 25.1 Use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.
- 25.2 Judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.
- 25.3 Given a specific algebraic statement that involve linear, quadratic, or absolute value expressions, equations or inequalities, determine whether the statement is true sometimes, always, or never.

HISTORY/SOCIAL SCIENCE STANDARDS
Grade Eight

United States History and Geography: Growth and Conflict

Students in grade eight study ideas, issues, and events from the framing of the Constitution up to World War I, with and emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded in 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, in term of:

1. The relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. 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. The significance of the American Revolution as it affected other nations especially France.
4. Its blend of civic republicanism, classical liberal principles, and English parliamentary traditions.
5. Pursuit of religious freedom by Protestants and Catholics contributed to freedom of religious guarantees by the government.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government , in terms of:

1. The significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
2. The Articles of the Confederation and the Constitution, and the success of each in implementing the ideals of the Declaration of Independence.
3. The major debates that occurred during the development of the Constitution and their ultimate resolutions on areas such as shared power among institutions, divided state-federal power, slavery, and the rights of individuals and states (later addressed by the addition of the Bill of Rights).
4. The political philosophy underpinning the U.S. Constitution as specified in The Federalist (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as James Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. 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 separation of church and state doctrine.
6. The powers of government enumerated in the Constitution and the fundamental liberties ensured by the Bill of Rights
7. The principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and how the American idea of constitutionalism preserves individual rights.
8. The impact of Revolutionary War era religious leaders. E.g. Bishop John Carroll of Baltimore, on internal structure of that religion in America and its relationship to government.

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

1. The principles and concepts codified in the state constitutions between 1777 and 1781 that create the context out of which American political institutions and ideas developed.
2. How the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships and states.
3. The advantages of a "common market" among the states as foreseen and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
4. The conflicts between Thomas Jefferson and Alexander Hamilton that 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. The significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shay's Rebellion, the Whiskey Rebellion).

6. The basic law-making process and how the design of the U.S. 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. The function and responsibilities of a free press.

8.4 Students analyze the aspirations and ideals of the people of the new nation, in terms of:

1. Its physical landscapes and political divisions and the territorial expansion of the U.S. during the terms of the first four presidents.
2. The policy significance of famous speeches (e.g., George Washington's Farewell Address, Jefferson's Inaugural, John Q. Adams Fourth of July 1821 Address).
3. The rise of capitalism and the economic problems and conflicts that arose (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. The daily lives of people, including the traditions in art, music, and literature of early national America (e.g., writings by Washington Irving, James Fenimore Cooper).

8.5 Students analyze the aspirations and ideals of the people of the new nation, in terms of:

1. The political and economic causes and consequences of the War of 1812 and the major battles, leaders and events leading to a final peace.
2. The changing boundaries and the principle relationships between the United States, 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. The major treaties with Indian nations during the administrations of the first four presidents and their varying outcomes.

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

1. 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. The importance of, and the geographic factors faced in building a network of roads, canals and railroads.
3. The reasons of the wave of immigration from Northern Europe to the U.S. and growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the potato famine).
4. The lives of black Americans who gained freedom in the North and founded schools and churches to advance black rights and communities.

5. The development of American public education from its earliest roots, including Horace Mann's campaign for free public education and its unifying role in American culture.
6. The women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
7. Common themes in American art as well as Transcendentalism and individualism (e.g., writings about and by Emerson, Thoreau, Melville, Alcott, Hawthorne, Longfellow).

8.7 Students analyze the divergent paths of the American people from 1880 to the mid 1880s and the challenges they faced, with emphasis on the South, in terms of:

1. The development of the agrarian economy in the South, the location of the cotton producing states and the role of cotton and the cotton gin.
2. The origins and development of the institution of slavery; its effects of black Americans and on the region's political, social, religious, economic, and cultural development; and the various attempted strategies to both overturn and preserve it (e.g., biographies of Nat Turner, Denmark Vessy).
3. The different characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War).
4. The lives and opportunities of free-blacks in the North as compared with free blacks in the South.

8.8 Students analyze the divergent paths of the American people from 1880 to the mid 1800s and the challenges they faced, with emphasis on the West, in terms of:

1. The election of Andrew Jackson in 1828, the importance of Jacksonian democracy and his actions as president (e.g., spoils system, veto of National bank, policy of Indian removal, opposition to Supreme court.
2. The purpose, challenges and economic incentives associated with westward expansion including the concept of Manifest Destiny (e.g., Lewis and Clark expedition, accounts of the removal of Indians and the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
3. The role of pioneer women and the new status that western women achieved (e.g., biographies, journals, diaries and other original documents on Sacagawea, Annie Bidwell, slave women gaining freedom in the West, Wyoming granting suffrage to women in 1869).
4. The role of the great rivers and the struggle over water rights.
5. Mexican settlements (i.e., their locations cultural traditions, attitudes toward slavery, land-grant system, the economies they established).
6. The Texas War for Independence and the Mexican American War (i.e., territorial settlements, the aftermath of the wars and the effect on the lives of Americans, including Mexican Americans today).
7. The significance of the second Great Awakening to California.

8.9 Students analyze the early and steady attempts to abolish slavery and realize the ideals of the Declaration of Independence, in term s of:

1. The leaders of the movement (e.g., biographies and other literature on John Qunicy 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, Fredrick Douglass).
2. How early state constitutions abolished slavery.
3. The role of the Northwest Ordinance in education and in banning slavery in new states north of the Ohio river.
4. The slavery issue as raised by the annexation of Texas and the effect of California coming into the union as a free state as part of the Compromise of 1850.
5. The significance of the States' Rights Doctrine, Missouri Compromise (1820), Wilmot Proviso (1846), the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott case (1857), and the Lincoln-Douglas debates (1858).
6. The lives of free blacks and the laws that curbed their freedom and economic opportunity.
7. The position of various religious denominations on the issue of slavery and a comparison to the US Bishops pastoral letter, 1997, on racism, "Brothers and Sisters to Us."

8.10 Students analyze the multiple causes, key events and complex consequences of the Civil War, in terms of:

1. The conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesman such as Dainel Webster and John C. Calhoun.
2. The boundaries constituting "the North" and "the South", the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. The constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
4. Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence such as his "House Divided" speech (1860), the Gettysburg Address (1863), the Emancipation Proclamation (1863), his inaugural address (1861 and 1865).
5. The views and lives of leaders and soldiers on both sides of the war, including black soldiers and regiments (e.g., biographies of Ulysses S. Grant, Jefferson Davis, Robert E. Lee).
6. Critical developments in the war, including the major battles, geographical advantages and obstacles, technological advances, and Lee's surrender at Appomattox.
7. How the war affected combatants, with the largest death toll of any war in American history, and the physical devastation, the effect on civilians, and the effect on future war.

8.11 Students analyze the character and lasting consequences of Reconstruction, in terms of:

1. The original aims of Reconstruction and the effects of the political and social structure of different regions

2. The push-pull factors in the movement of former slaves to the cities in the North and to the West, and differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. The effects of the Freedman's Bureau and the restrictions on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws; comparison of discrimination in post-construction period with more current Catholic social teachings on life and dignity of the human person.
4. The rise and effects of the Ku Klux Klan.
5. The thirteenth, fourteenth, and fifteenth amendments to the Constitution, and 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, in terms of:

1. Patterns of agriculture and industrial development as they relate to climate, natural resource use, markets, and trade, including their location on a map
2. The reasons for the development of federal Indian policy and the Plains wars with American Indians and their relationship to agricultural development and industrialization
3. How states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies
4. Entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Mellon, John D. Rockefeller)
5. The location and effects of urbanization, renewed immigration, and industrialization (e.g., effects on social fabric cities, wealth and economic opportunity, and the conservation movement)
6. Child labor, working conditions, laissez-faire policies toward big business and the rise of the labor movement, including collective bargaining, strikes, and protests over labor conditions
7. The new sources of large scale immigration and the contribution of immigrants to the building of cities and the economy; the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and the new wave of nativism
8. The characteristics and impact of Grangerism and Populism.
9. The significant inventors and their inventions (e.g., biographies of Thomas Edison, Alexander Graham Bell) and the incentives that prompted the quality of life (e.g., inventions in transportation, communication, agriculture, industry, education, medicine)
10. Catholic social teaching regarding the poor and vulnerable and the dignity of work and the rights of workers, especially Pope Leo XIII's "Rerum Novarum", 1891
11. Religious denominations' response to social evils as resulting from personal failings and sin
12. The Social Gospel focus on improving living conditions rather than saving souls
13. Growth of charitable organizations such as the Society of St. Vincent de Paul, YMCA (1851), Salvation Army (1880), Jane Adams of Hull House, the Catholic

Worker Movement, Catholic Brownson House in Los Angeles for Mexican immigration

SCIENCE STANDARDS
Grade Eight

FOCUS ON PHYSICAL SCIENCE

Motion

1.0 The velocity of an object is the rate of change of its position. As a basis for understanding this concept, students know:

1.1 position is defined relative to some choice of standard reference point and a set of reference directions.

1.2 average speed is the total distance traveled divided by the total time elapsed. The speed of an object along the path traveled can vary.

1.3 how to solve problems involving distance, time, and average speed.

1.4 that to describe the velocity of an object, one must specify both direction and speed.

1.5 changes in velocity can be changes in speed, direction, or both.

1.6 how to interpret graphs of position versus time, and speed versus time for motion in a single direction.

Forces

2.0 Unbalanced forces cause changes in velocity. As a basis for understanding this concept, students know:

2.1 a force has both direction and magnitude.

2.2 when an object is subject to two or more forces at once, the effect is the cumulative effect of all the forces.

2.3 when the forces on an object are balanced, the motion of the object does not change.

2.4 how to identify separately two or more forces acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.

2.5 when the forces on an object are unbalanced, the object will change its motion (that is, it will speed up, slow down, or change direction).

2.6 the greater the mass of an object, the more force is needed to achieve the same change in motion.

2.7 the role of gravity in forming and maintaining planets, stars, and the solar system.

Structure Of Matter

3.0 Elements have distinct properties and atomic structure in the scientific realm created by God. All matter is comprised of one or more of over 100 elements. As a basis for understanding this concept, students know:

3.1 the structure of the atom and how it is composed of protons, neutrons, and electrons.

3.2 compounds are formed by combining two or more different elements.

3.3 atoms and molecules form solids by building up repeating patterns such as the crystal structure of NaCl or long chain polymers.
3.4 the states (solid, liquid, gas) of matter depend on molecular motion.
3.5 in solids, the atoms are closely locked in position and can only vibrate; in liquids, the atoms and molecules are more loosely connected and can collide with and move past one another; in gases, the atoms or molecules are free to move independently, colliding frequently.
3.6 how to use the periodic table to identify elements in simple compounds.

Earth In The Solar System (Earth Science)

4.0 The structure and composition of the universe can be learned from the study of stars and galaxies and their evolution. As a basis for understanding this concept, students know:

4.1 galaxies are clusters of billions of stars, and may have different shapes.
4.2 the sun is one of many stars in our own Milky Way galaxy. Stars may differ in size, temperature, and color.
4.3 how to use astronomical units and light years as measures of distance between the sun, stars, and Earth.
4.4 stars are the source of light for all bright objects in outer space. The moon and planets do not shine by their own light, but by reflected sunlight.
4.5 the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.

Reactions

5.0 Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept, students know:

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

Chemistry of Living Systems (Life Sciences)

6.0 Principles of chemistry underlie the functioning of biological systems as created by God. As a basis for understanding this concept, students know:

6.1 carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living things.
6.2 living things are made of molecules largely consisting of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.

6.3 living things have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins and DNA.

Periodic Table

7.0 The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept, students know:

7.1 how to identify regions corresponding to metals, nonmetals, and inert gases.

7.2 elements are defined by the number of protons in the nucleus, which is called the atomic number. Different isotopes of an element have a different number of neutrons in the nucleus.

7.3 substances can be classified by their properties, including melting temperature, density, hardness, heat, and electrical conductivity.

Density And Buoyancy

8.0 All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept, students know:

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

8.2 that the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid it has displaced, and know how to apply this principle to predict whether an object will float or sink.

8.3 writing a research report; paraphrasing, cover page, bibliography, footnotes, and organization of resource materials.

8.4 application and use of scientific method for problem solving.

Investigation And Experimentation

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

9.1 develop a hypothesis.

9.2 select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes and binoculars) to perform tests, collect data and display data.

9.3 construct appropriate graphs from data and develop qualitative statements about the relationships between variables.

9.4 communicate the steps and results from an investigation in written reports and verbal presentations.

9.5 recognize whether evidence is consistent with a proposed explanation.

9.6 read a topographic map and a geologic map for evidence provided on the maps, and construct and interpret a simple scale map.

9.7 interpret events by sequence and time from natural phenomena.

9.8 identify changes in natural phenomena over time without manipulating the phenomena.

ATMOSPHERE AT HOME

We encourage all parents to consider the following ideas when setting up a home environment for increasing student learning:

1. **Provide an appropriate work space that is:**
   - Quiet with appropriate lighting.
   - Contains supplies such as paper, pencils, resources, etc.

2. **Set up an atmosphere for studying by:**
   - Scheduling a regular, daily study time where all family members are studying.
   - Making sure the house is quiet during study time.
   - Working on establishing trust and accountability..

3. **Be involved in your child's education by:**
   - Being a role model, setting values, and modeling good Christian values.
   - Demonstrating a positive attitude.
   - Providing help, resources, and encouragement.
   - Showing interest and supporting your child's work.
   - Upholding the school's expectations.
   - Supporting and participating in school service opportunities.

4. **Strive to establish a Christian family atmosphere by:**
   - Encouraging your child to follow the teachings of Jesus in his/her dealing with others.
   - Encouraging regular family prayer and the celebration of religious experiences.
   - Modeling Christian values.
   - Acknowledging and supporting your child's efforts.
   - Reinforcing Christian behavior.
   - Providing opportunities for service to others.

5. **Strengthen communication with your child by:**
   - Spending quality time with your child often.
   - Sharing resources from your community.
   - Establishing/enforcing reasonable consequences for behavior.

HOME ACTIVITIES FOR LANGUAGE ARTS

Reading

- Schedule a family reading time every night where everyone is reading books, magazines, newspaper, etc.
- Help you child get their own library card and go to the library as a family.
- Provide comfortable reading level and age appropriate materials.

- Subscribe to magazines of interest for different members of the family.
- Take the family to the library and book stores, both new and used books.
- Encourage your child to read non-fiction and informational materials.

Reading Comprehension

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

Writing

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

Written and Oral English Language Conventions

- Have your child edit/correct errors found in the newspaper.
- Supervise your child editing letters they have written, looking for correct punctuation, capitalization, grammar, and sentence structure.
- Have the child edit writings by other family members.

Listening and Speaking

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

HOME ACTIVITIES FOR MATHEMATICS

Algebra

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

HOME ACTIVITIES FOR

HISTORY/SOCIAL SCIENCE

The Founding of the Nation and the Development of Democracy

- As a family, discuss the Declaration of Independence, especially the phrase, "all men are created equal, that they are endowed by their creator with certain unalienable rights." Talk about what

this means in our present day society both for children and adults. Also talk about the interpretation of this document when it was written and the interpretation today.

- As a family, talk about how present day communication and transportation has changed the interpretation of the Declaration of Independence.

Political Principles Underlying the U.S. Constitution

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

The American Political System

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

Aspirations and Ideals of the People of the New Nation

- With your child, watch a movie, based on a book by James Fenimore Cooper or Washington Irvine, showing the interpretation of daily life in early America. Discuss the life style then as compared with that of today.
- With your child, visit a museum and see some of the art of early America. Discuss his/her reaction to this type of painting.
- With your child, listen to early American folk music, listening for the story that is being told. Compare this with modern music, listening for story line and melody.

United States Foreign Policy in the Early Republic

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

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

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

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

Causes, Key Events, and Consequences of the Civil War

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

Character and Consequences of Reconstruction

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

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

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

HOME ACTIVITIES FOR SCIENCE

Focus on Physical Science

Motion

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

- While on a trip, have your child keep a record of time and distance traveled then compute the average speed.
- While working around the house, have your child talk about the position of different objects in relation to a reference point (e.g., The ball is a few feet from the N/W corner of the garage.).
- With your child, build a short ramp for a toy car and let the toy car roll down the ramp. Using the concept of distance and time, determine the average speed for the

car (e.g., Formula for finding speed is distance divided by time = speed. The time must be written as a decimal portion of an hour.)

Forces

Unbalanced Forces cause Changes in Velocity

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

Structure of Matter

Elements of matter have distinct properties

- With your child, talk about the concept that atoms are composed of protons, neutrons, and electrons. Then look at a Periodic Table and discuss the information listed for some of the atoms.
- Using a white sheet of paper and three different colored Jelly Bellies, help your child build models of different atoms (e.g., Hydrogen has the number 1, meaning it has one electron and one neutron. Sodium has the number of 11, meaning it has 11 electrons and 11 neutrons. The 2, 8, and 1 means there are three rings of electrons with 2 electrons in the first ring, 8 in the second, and 1 in the third.).
- With your child, use colored marshmallows and toothpicks to create a model of a sugar molecule (C12H22011).

Earth in the Solar System

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

- With your child, go out at night, on a moon less night, and identify the Milky Way and different constellations using a star chart.

Reactions

Chemical Reactions

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

Chemistry of Living Systems

Principles of Chemistry Underlie the Functioning of Biological Systems

- With your child, build a section of a DNA molecule, using something flexible so that the “ladder” can be twisted like the DNA’s double helix.

Periodic Table

Organization of the Periodic Table

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

Density and Buoyancy

All Objects Experience a Buoyant Force

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

STUDENT'S RECORDS

How is your child's progress in school? Is he/she learning the required skills for their grade level? Are these questions that you have been asking? The **Student Records** on the following pages will allow you to identify the Standards your child has learned this year.

How to use the Student Records

As you see that your child has mastered one of the skills on the **Student Record,** write a date in the appropriate box. You could find out that your child knows the skill by: (1) giving them a test; (2) looking at your child's school papers; (3) observing your child perform the skill in his/her everyday life experiences, etc. Whatever the case, this **Student Record** is available for you to chart your child's progress throughout the school year.

Using the Student Record During a Teacher Conference

While talking to the teacher take out the **Student Record** and discuss your findings with the teacher. In this way, you are discussing real data about your child's knowledge of skills. During the discussion, the teacher may suggest changes to the **Student Record** because of classroom assessments or observations.

Keys to Success

Remember the following keys:

1. Always take this handbook to your teacher/parent conference so you can track your child's educational progress.

2. As your child demonstrates their knowledge of a specific skill, always write the date in the space provided.

3. Plan home activities that will help your child master one or more of the skills listed, then record his/her progress.

4. Discuss, with your child, his/her progress and set goals.