

Marina del Rey Middle School & Performing Arts Magnet Center

SCHOOL INFORMATION AND STANDARDS HANDBOOK: 2007-2008

This Handbook Belongs to:

Grade: _____ Homeroom: _____ Date: _____

My parents/guardians and I have read and reviewed the contents of this book.

Signature: _____

Parent/guardian: _____

Marina del Rey MS Administrative Team:

Erick Mata, *Principal*

Tracey Smith, *Assistant Principal*

Helene Cameron, *Assistant Principal, Sec. Counseling Services*

Jose Benitez, *Assistant Principal, Intervention*

Mila Gamboa, *School Administrative Assistant*

Ruben Salazar, *Plant Manager*

Performing Arts Magnet Center:

Tracey Smith, *Administrator*

Nancy Pierandozzi, *Performing Arts Magnet Coordinator*

Iris Hayes, *Office Assistant*

School Contact Information:

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SCHOOL OVERVIEW

Marina del Rey is a three-year middle school with an enrollment of close to 1,100 students, including 256 magnet students. Students attend six classes and a homeroom. Our sixth grade students have two teachers for all their academic classes. Our seventh and eighth-graders are scheduled into an interdisciplinary core in which all students will have the same four teachers for their academic subjects of English,

Mathematics, Science, and Social Studies. Marina is on a traditional school year with two-semester and 40 weeks of instruction. Marina's faculty and staff are committed to providing its students with a quality education in a safe and nurturing environment.

Our school participates in the following programs: Gifted and Talented Education, English Language Learner Program, Title I/ Program Improvement, School Improvement, Special Education, Capacity-Adjustment (CAP), Open Enrollment/Permit, Comprehensive School Reform, and other specialized programs.

Our support programs for students include: College/Career-Awareness programs, Drug Awareness Resistance Education, Tobacco Use Prevention Education, Student Support Groups, and Healthy Start. **As part of our efforts to maintain a safe campus, we have a school uniform policy.**

The Marina del Rey Performing Arts Magnet, grades 6-8, offers an extensive performing arts program built on a rigorous academic foundation. Parents who desire to enroll their child in any Magnet School must complete the application in the Choices Booklet and submit it to the LAUSD's Office of Student Integration.

HISTORY

Marina del Rey Middle School opened on September 12, 1960. It is a 21 acre campus located inland from a small-boat harbor in what used to be an agricultural area of West Los Angeles. It has been a traditional junior high school for most of its history. In September 1993, Marina became a middle school with students in grade 6-8. Our feeder elementary schools include: Braddock Drive, Couer d'Alene, Grandview, Playa del Rey, Short, and Stoner Avenue. Most of our students continue their education at Venice High School.

Our name, "Marina del Rey" means "Harbor of the King" in Spanish, reflecting the geography of the area and our multicultural heritage, was recommended by a community committee and approved by the Board of Education. We are located adjacent to La Ballona Creek in what used to be a part of Rancho La Ballona.

SCHOOL INFORMATION AND STANDARDS

The faculty and staff of Marina del Rey Middle School & Performing Arts Magnet Center recognize that when schools and parents form strong partnerships, our children's potential for educational success improves significantly. The faculty requires that all students follow the discipline code, obey all rules, be diligent in their studies, and respect teachers and others in authority, and *wear the school uniform and dress code*. Parents are asked to review and discuss the following school standards with their children.

CHARACTER EDUCATION, TOLERANCE, & RESPECT:

Programs that promote respect and tolerance of everyone build character, enrich, and support our instructional program. Contact an administrator and teacher for additional information.

SIX STEPS TO SUCCESS: Following these six steps will lead to success at Marina del Rey MS & Performing Arts Magnet Center:

1. Be in your seat on time. Enter your classroom quietly with all required materials and supplies for the day.
2. Treat others and yourself with respect.
3. Clean up after yourself.
4. Complete all assigned work on time.
5. Eat only in assigned areas at assigned times.
6. Follow all school and classroom rules.

ATTENDANCE PROCEDURES: Good attendance and promptness are necessary for success in school.

Excused Absence: Absence for proper causes like illness, medical, dental, or eye appointments or funeral services for relatives.

Unexcused Absences: Absence without the knowledge of parents or guardians are called truancies and is against the law.

Suspensions: Parents or guardians must accompany their child to school following a suspension for a conference with the Dean.

RETURNING TO SCHOOL AFTER AN ABSENCE: Students must bring a signed note from their parent or guardian when they return from an absence verifying the specific reason for absence. **The note must be presented to the Attendance Office staff before school.** Staff will update the computer system to reflect the absence excuse. Students absent for five days or more must be cleared by the School Nurse before readmittance.

PERIOD BY PERIOD ATTENDANCE: Teachers take attendance every period using the Integrated Student Information System. Discrepancies are monitored by the teacher, office staff, and parents are notified accordingly.

LEAVING SCHOOL: Students must obtain permission from the Attendance Office to leave, for any reason, while school is in session. A parent note must be presented before school begins. This note must give the pupil permission to leave campus, provide a reason for leaving and a number where the parent can be contacted to verify the note.

TRANSFERRING TO ANOTHER SCHOOL: Students transferring to another school due to a residence change, Opportunity Transfer, or other approved reasons must first notify the Attendance Office. Verification of address change will be required for residence change transfers and for other cases, school officials must be consulted. Students checking out of school must return all books and settle all financial obligations.

TEXTBOOKS AND BOOK COVERS: Students are responsible for the condition of all books checked out to them. Books must

be returned to the teacher at the end of the year or when they leave the class. Students who abuse their books by writing in it or mutilating it in any way, or if they lose them, are responsible for the cost of replacing the book. To prevent undue wear, the school requires that books be covered.

PASSES: Students are required to have a pass (pre-printed or written by the teacher or wear "orange vests") any time they are out of class or when entering restricted areas during nutrition or lunch.

TEN-MINUTE RULE: No passes are to be issued at the first and last ten minutes of the period, unless there is an emergency.

EMERGENCY DRILLS: The school conducts Fire, Earthquake, Drop, Take Cover, Hold, Lockdown, and other drills at regular intervals as required by law & are an important safety precaution.

METAL DETECTION: Metal searches are conducted daily on a random basis involving students and may involve those others visiting the campus, as required by District policy.

STUDENT STORE: Gym clothing and school uniforms and other supplies are available at the Student Store. The student body maintains the operation of the Student Store and all profits go back to the General Student Body Fund for the benefit of all its students.

PHYSICAL EDUCATION UNIFORMS: Students wear Marina Blue shorts, white shirts, white socks, and tennis shoes for physical education classes. Uniforms are available in the Student Store.

LOCKERS: Lockers are provided for Physical Education classes *only at this time*. Students are not to share their lockers or combinations with other students. Valuables should not be placed in lockers.

PARENT INVOLVEMENT: Parents may volunteer and/or participate in the following advisory councils: English Language Learner Advisory Council, Compensatory Education Advisory Council, School Site Council, and the Local School Leadership Council. The Magnet Center has a Booster Club and parents are encouraged to participate. Parent Conferences are held once each semester as well as Back to School in the Fall and Open House in the Spring. Parent Institutes are also offered.

SCHOOL INVOLVEMENT: Band/Orchestra, Campus Beautification, Chorus, Student Government/Leadership, Journalism, Noon Activities, Peer Counseling, School Service, Tutoring, Yearbook, Youth Services, and others.

AWARDS: Students receive achievement and attendance awards during their stay at Marina del Rey Middle School.

8th-GRADE GRADUATION REQUIREMENTS: In order to receive a diploma and participate in the Culmination Ceremony, students must:

1. Have 50 credits for the entire eighth grade year.
2. Have no more than 3 U's on the final Spring semester report card.
3. Have a clear financial record.
4. Have passing grades in English and math.
5. Others as applicable.

8TH-GRADE PROMOTION POLICY: Students who do not meet promotion requirements may be retained, as specified in the most current District Promotion Policy. See the School Counselor for more information.

"C" AVERAGE POLICY: School District policy states that a student must have a "C" average based on the ten or twenty-week report card in order to participate in extra-curricular activities such as athletics, leadership, and performances.

HOMEWORK POLICY: Homework is assigned on a regular basis as a way to review, enrich, and reinforce the regular classroom lessons. It is each student's responsibility to keep an accurate record of homework assignments and to complete them on time.

OFF CAMPUS AND OUT-OF-BOUNDS AREAS:

Marina del Rey Middle School & Performing Arts Magnet Center is a closed campus.

1. Students may not leave school without permission.
2. Specific areas on campus are out-of-bounds during nutrition and lunch.
3. Eating is only allowed in designated areas.
4. All students are expected to keep our campus clean.

BUS CONDUCT:

1. Do not push, shove or yell when boarding the bus.
2. Sit down quickly and quietly.
3. Stay seated until the bus has come to a complete stop.
4. Keep all parts of your body inside the bus at all times.
5. Be courteous and considerate to the bus driver and fellow students.
6. Do not eat on the bus.
7. Obey the bus driver at all times.
8. Carry your bus pass at all times.

SCHOOL UNIFORM POLICY:

General Guidelines:

1. No writing on any clothing item.
2. No athletic company names, designs or patterns, or logos or insignias (except school logo).
3. No clothing considered too revealing, too tight or allowing undergarments to show.

Tops:

1. All shirts and blouses must be white and have a collar.
2. Shirts and blouses must fit properly and cover midriff and chest.

Pants/Shorts/Skirts/Skorts:

1. All pants/shorts must be navy blue.
2. Navy blue dress pants, skirts, shorts, skorts, khakis, or corduroys. (Sweatpants and pajamas are not acceptable.)
3. Pants/Shorts must be fitted at waist, crotch and length.
4. Do not wear oversized clothing (larger than one size above fitted size) .

Dresses/Skirts/Jumpers:

1. All dresses/skirts/jumpers must be navy blue; mid-calf skirts or dresses are acceptable.

Jackets/Outerwear:

1. All Jackets and outerwear (sweatshirts and sweaters) must be plain.
2. Do not wear jackets or outerwear to cover tops which are in violation of the uniform policy.

Accessories:

1. A Hat or cap may be worn outdoors only. Symbols and insignia and color that indicate gang affiliation are not allowed.
2. Earring-type jewelry may be worn only on the ear and on no other parts of the body.
3. Do not wear non-prescription sunglasses, bandanas, scarves, visors, hairnets or curlers of any kind.
4. Do not wear initials or names on belt buckles other than that of the wearer.
5. **Do not wear jewelry/accessories that constitute a safety hazard, for example, heavy chains, studded apparel, or large loop earrings.**

Shoes:

1. Tennis shoes or shoes with hard soles are acceptable. Toes and heels must be enclosed.
2. Shoes must be laced or properly strapped. Do not wear bedroom slippers.

MISCELLANEOUS:

1. Any clothing that depicts in any form profanity, violence, drugs, alcohol, weapons, vandalism, tobacco, or sexual act, or that is offensive to any gender, sexual orientation, race or ethnic group is unacceptable and prohibited.
2. **Any clothing or accessories that are associated with gangs are prohibited.**

3. Any clothing that causes a distraction or interferes with participation in school activities is prohibited.
4. Any clothing or article that creates a hazard to the health or safety of others is prohibited.

THE ADMINISTRATION RESERVES THE RIGHT TO ADD TO THE LIST OF PROHIBITED BEHAVIORS AS NEEDED.

Students are expected to conform to reasonable standards of cleanliness, appropriate dress, and hair styling. Students shall be required to show proper attention to personal cleanliness, health, neatness, and safety. Students coming to school improperly dressed (in violation of the Dress Code) will be detained until acceptable clothing is provided. The student may call home for a change of clothes or may be provided with "loaner clothes" if available. If a student refuses to comply, he or she will be subject to disciplinary procedures for defiance.

SCHOOL DRESS CODE:

1. No jerseys, tank tops, cropped tops, strapless and/or spaghetti strap blouses
2. No cut-offs, short shorts, sagging pants, pajama tops or bottoms
3. No platform, strapless, open toe shoes, or bedroom slippers
4. No gang-affiliated attire or shirts with inappropriate language or drawings
5. No hats and caps in class; no wave caps at any time
6. No distracting make-up and/or grooming in class
7. No long belts, chains, studded bracelets, studded belts or neckbands

DISCIPLINARY CODE

1. Only school supplies should be in a student's notebook or backpack. Students should not bring the following to school:

- | | |
|-------------------------|--------------------|
| * Friendship books | * Slam books |
| * Lighters | * Electronic games |
| * Stink bombs | * Tobacco |
| * Yo-yo's | * Rubber bands |
| * Controlled substances | * Make-up |
| * Paper clips | * Scooters |
| * Markers | * Skateboards |
| * Expensive Jewelry | * Toys |

Dangerous objects (i.e. box cutters, fire crackers, guns or replicas of guns, knives, laser pens, razors, scissors or any other object that can be considered harmful are prohibited on campus.)The possession of these objects will result in serious disciplinary actions.

[NOTE POLICY CHANGE EFFECTIVE 9-5-06]: *Students may have cell phones according to the California Education Code. District policy requires that **cell phones must be turned off and be put away (& must not be seen) during the school***

day. *Students are prohibited from using cell phones between 8 am and 3:03 pm.*

Cell phones used improperly will be confiscated by school personnel, including teachers, counselors, campus aides, police, and administrators. *Confiscated phones (or other prohibited items not subject to police action) will be returned only to a parent or guardian.] The school is not responsible for confiscated items.*

3. Students are not to be in possession of alcohol, drugs or drug paraphernalia, tobacco, spray cans of any kind, over the counter medicine and prescription medicines (unless stored in the Health Office). The possession of such items may result in serious disciplinary actions and/or police arrests.
4. Threats of any kind are illegal and may result in serious disciplinary action.
5. Gum is prohibited on campus. Food, drinks, and candy should not be consumed during class time.
6. Students are expected to be respectful and courteous to adults and classmates.
 - * No running
 - * No pushing or shoving
 - * No profanity
 - * No fighting/play fighting
 - * No rough playing
 - * No unwanted advances, i.e., SEXUAL HARASSMENT.
 Complaints must be made to school officials for investigations and resolutions.
7. Vandalism and theft are strictly prohibited. Students should not write on desks, walls, benches, books or any other school property.
8. Students must be in their seats and ready to work when the bell rings.
9. Balls are permitted, however, they must not be bounced, thrown or tossed in classrooms, hallways, corridors or lunch areas.
10. Students are not permitted to walk around campus in groups larger than three.
11. **Students who have not served detention assigned and who have accumulated five or more referrals in any one grading period will not be allowed to participate in school activities until cleared by the Dean's Office.**

Consequences:

Students who abide by the discipline code may be eligible for or get:

- Grade-level and team-level incentives
- praise and positive acknowledgement
- participation in school events like dances, etc.
- good grades and good marks for conduct
- others

Students who do not adhere to the discipline code may be assigned one or more of the following consequences—

- * Campus clean-up
- * Police citations
- * Payment of damaged materials or clean up costs
- * School detention
- * Court appearances and fines
- * Suspension from class or school
- * Opportunity transfer
- * Expulsion from school and the District
- * Others as determined by School Personnel

CALIFORNIA CONTENT STANDARDS HIGHLIGHTS

[Note: For the complete version, visit the State Web site at www.cde.ca.gov or see your teacher and/or textbooks.]

English/Language Arts Content 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. **2.0 Reading Comprehension (Focus on Informational Materials):** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. **3.0 Literary Response and Analysis:** Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works...

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. **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.

Written and Oral English Language Conventions--1.0
Written and Oral English Language Conventions: Students

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

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. **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 [L & S] Standard 1.0.

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. **2.0 Reading Comprehension (Focus on Informational Materials):** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose... **3.0 Literary Response and Analysis:** Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

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. **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.

Written and Oral English Language Conventions--1.0
Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to the grade level.

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. **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.

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. **2.0 Reading Comprehension (Focus on Informational Materials):** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose...

3.0 Literary Response and Analysis: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works...

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. **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.

Written and Oral English Language Conventions--1.0

Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

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. **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.

Mathematics Content Standards

Grade Six

Number Sense--1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and

percentages. **2.0** Students calculate and solve problems involving addition, subtraction, multiplication, and division.

Algebra and Functions--1.0 Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results. **2.0** Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions. **3.0** Students investigate geometric patterns and describe them algebraically. **Measurement and Geometry--**

1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems. **2.0** Students identify and describe the properties of two-dimensional figures. **Statistics, Data Analysis, and**

Probability--1.0 Students compute and analyze statistical measurements for data sets. **2.0** Students use data samples of a population and describe the characteristics and limitations of the samples. **3.0** Students determine theoretical and experimental probabilities and use these to make predictions about events. **Mathematical Reasoning--**See your textbook.

Grade Seven

Number Sense--1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms. **2.0** Students use exponents, powers, and roots and use exponents in working with fractions. **Algebra and Functions--**

1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs. **2.0** Students interpret and evaluate expressions involving integer powers and simple roots. **3.0** Students graph and interpret linear and some nonlinear functions... **4.0** Students solve simple linear equations and inequalities over the rational numbers... **Measurement and Geometry--1.0** Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems. **2.0**

Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale. **3.0** Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures. **Statistics, Data Analysis, and Probability--1.0** Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program. **Mathematical Reasoning--**See your textbook.

Mathematical Reasoning--See your textbook.

Algebra 1

1.0 Students 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.

2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a

fractional power. They understand and use the rules of exponents.

3.0 Students solve equations and inequalities involving absolute values.

4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.

5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

6.0 Students graph a linear equation and compute the x- and y-intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).

7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.

8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

11.0 Students 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 recognizing perfect squares of binomials.

12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

14.0 Students solve a quadratic equation by factoring or completing the square.

15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.

17.0 Students 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 Students 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 Students know the quadratic formula and are familiar with its proof by completing the square.

20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.

21.0 Students graph quadratic functions and know that their roots are the x- intercepts.

22.0 Students 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 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

24.0 Students use and know simple aspects of a logical argument: *24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each. 24.2 Students identify the hypothesis and conclusion in logical deduction. 24.3 Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.*

25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements: *25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions. 25.2 Students 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 involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.*

Science Content Standards

Grade Six--Focus on Earth Science

Plate Tectonics and Earth's Structure : 1. Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept...

Shaping Earth's Surface: 2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept...

Heat (Thermal Energy) (Physical Science): 3. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept...

Energy in the Earth System: 4. Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept...

Ecology (Life Science): 5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept...

Resources: 6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept...

Investigation and Experimentation: 7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and

addressing the content in the other three strands, students should develop their own questions and perform investigations...

Grade Seven Focus on Life Science

Cell Biology: 1. All living organisms are 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...

Genetics: 2. 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...

Evolution: 3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept...

Earth and Life History (Earth Science): 4. Evidence from rocks allows us to understand the evolution of life on Earth. As a basis for understanding this concept...

Structure and Function in Living Systems: 5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept...

Physical Principles in Living Systems (Physical Science): 6. Physical principles underlie biological structures and functions. As a basis for understanding this concept...

Investigation and Experimentation: 7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations...

Grade Eight--Focus on Physical Science

Motion: 1. The velocity of an object is the rate of change of its position. As a basis for understanding this concept...

Forces: 2. Unbalanced forces cause changes in velocity. As a basis for understanding this concept...

Structure of Matter: 3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept...

Earth in the Solar System (Earth Science): 4. The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept...

Reactions: 5. Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept...

Chemistry of Living Systems (Life Science): 6. Principles of chemistry underlie the functioning of biological systems. As a basis for understanding this concept...

Periodic Table: 7. 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...

Density and Buoyancy: 8. All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept...

Investigation and Experimentation: 9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations...

History/Social Science Content 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...

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. **6.3** Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews. **6.4** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. **6.5** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India. **6.6** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. **6.7** Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

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 in the years A. D. 500w 1789...

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. **7.2** Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages. **7.3** Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages. **7.4** Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa. **7.5** Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan. **7.6** Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. **7.7** Students

compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations. **7.8** Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance. **7.9** Students analyze the historical developments of the Reformation. **7.10** Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. **7.11** Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

Grade Eight--United States History and Geography Growth and Conflict

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war...

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. **8.2** Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. **8.3** Students understand the foundation of the American political system and the ways in which citizens participate in it. **8.4** Students analyze the aspirations and ideals of the people of the new nation. **8.5** Students analyze U.S. foreign policy in the early Republic. **8.6** Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast. **8.7** Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced. **8.8** Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced. **8.9** Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. **8.10** Students analyze the multiple causes, key events, and complex consequences of the Civil War. **8.11** Students analyze the character and lasting consequences of 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.

Physical Education Model Content Standards (2004)

Grade Six

Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.**Manipulative Skills--**1.1 Volley an object repeatedly...1.2 Strike a ball continuously...1.3 Strike an object consistently...1.4 Dribble and pass a ball...1.5 Throw an object with accuracy and force... **Rhythmic Skills--**1.6 Perform folk and line dances...1.7 Develop, refine, and demonstrate routines to music. **Combinations of Movement Patterns and Skills--**1.8

Combine relationships, levels, speed, direction, and pathways...1.9 Combine motor skills...1.10 Design and perform stunts, tumbling, and rhythmic patterns...

Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

Movement Concepts--2.1 Explain how to increase the force of a throw...2.2 Explain how force is absorbed...2.3 Analyze and correct errors in movement patterns. 2.4 Provide feedback to a partner...2.5 Identify practices and procedures necessary for safe participation... **Manipulative Skills--**2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass.2.7 Identify how much time is necessary to prepare for and begin a forehand and backhand swing.2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact. 2.9 Identify opportunities to pass or dribble while being guarded. **Rhythmic Skills--**2.10 Identify steps and rhythm patterns for folk and line dances.2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity. **Combination of Movement Patterns and Skills--**2.12 Develop and teach another a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy.

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.3.1 Assess muscle strength...for good health. 3.3 Develop individual goals for muscle strength... 3.4 Participate in ... physical activity a minimum of 4 days per week.3.5 Measure and evaluate changes in physical fitness...3.6 Monitor heart rate...

Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.4.2 Develop a one-day personal physical fitness plan...4.3 Identify contraindicated exercises... 4.4 Classify physical activities as being aerobic or anaerobic.4.5 Explain methods of monitoring heart rate intensity.4.6 List the long-term benefits of participation in regular physical activity. 4.7 Compile and analyze a log listing food intake/calories consumed and energy expended through physical activity.

Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity. **Self Responsibility--**5.1 Participate productively in group physical activities.5.2 Evaluate individual responsibility in group efforts. **Social Interaction--**5.3 Identify and define the role of each participant in a cooperative physical activity.**Group Dynamics--**5.4 Identify & agree upon a common goal...5.5 Analyze... solutions to a movement problem...

Grade Seven

Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

Manipulative Skills--1.1 Demonstrate mature technique for...patterns... **Rhythmic Skills**--1.2 Perform multicultural dances. **Combinations of Movement Patterns and Skills**--1.3 Combine...skills into movement patterns.1.4 Demonstrate body management and object manipulation skills...1.5 Demonstrate body management and locomotor skills...1.6 Demonstrate... skills needed for successful participation in introductory adventure/outdoor activities.

Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

Manipulative Skills--2.1 Identify and describe key elements in the mature performance of... **Movement Concepts**--2.2 Apply feedback from the teacher or others...2.3 Use information, feedback, and practice...2.4 Explain and demonstrate spin and rebound principles...2.5 Compare and contrast the effectiveness of practicing skills...2.6 Diagram and demonstrate basic offensive and defensive strategies...**Combination of Movement Patterns and Skills**--2.7 Develop and teach another an individual or dual game...

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

3.1 Assess muscle strength...using the State-mandated fitness test.3.2 Evaluate individual physical fitness measures...3.3 Develop individual goals for each of the five areas of fitness...3.4 Plan a weekly personal physical fitness program...3.5 Participate in...physical activity a minimum of 4 days per week. 3.6 Periodically assess attainment of, or progress...

Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

4.1 Develop a one-week personal physical fitness plan...4.2 Identify physical activities that are effective...4.3 Match personal preferences in physical activities...4.4 Explain the effects of physical activity on heart rate and recovery rates. 4.5 Describe the role of physical activity and nutrition...4.6 Identify and apply principles of resistance...4.7 Explain...as principles of exercise.4.8 Discuss the effect of body segment growth rates...

Standard 5: Demonstrate and utilize knowledge of... as applied to learning and performance of physical activity.

Self Responsibility--5.1 Identify appropriate and inappropriate risks...5.2 Accept responsibility for individual improvement. **Social Interaction**--5.3 Demonstrate acceptance of differences in gender, physical development, and personal preferences as they affect participation in physical activity.**Group Dynamics**--5.4 Evaluate the effect of encouraging words and phrases...5.5 Identify the responsibilities of a leader in physical activity.

Grade Eight

Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

Rhythmic Skills--1.1 Identify and demonstrate square dance steps, positions, and patterns to music.1.2 Create and perform a square dance. **Combinations of Movement Patterns and Skills**--1.3 Demonstrate basic offensive and defensive skills

and strategies...1.4 Apply...skills to team physical activities.1.5 Demonstrate fundamental gymnastic/tumbling skills.1.6--Create and perform a routine ...

Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

Movement Concepts--2.1 Describe and demonstrate how movement skills...can be transferred and used...2.2 Explain rotation principles...2.3 Explain how growth in height and weight affects one's performance... **Combination of Movement Patterns and Skills**--2.4 Identify characteristics of highly-skilled performances...2.5 Diagram, explain, and justify offensive and defensive strategies...2.6 Develop and teach a team game that uses elements of spin or rebound...

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

3.1 Assess muscle strength...using the State... fitness test &/or other... tools. 3.2 Refine individual... physical fitness goals for...3.3 Plan and implement a two-week personal physical fitness plan...3.4 Participate in ...physical activity a minimum of 4 days per week. 3.5 Periodically assess attainment of, or progress toward, personal physical fitness goals...3.6 Participate safely ... when conditions are unconventional (weather, travel, injury).

Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

4.1 Develop a two-week personal physical fitness plan...4.2 Identify and perform appropriate physical activities that can be completed in inclement weather...4.3 Identify ways to increase physical activity...4.4 Identify and apply basic weight/resistance training principles and safety practices. 4.5 Explain the effects of nutrition and participation in physical activity on...4.6 Explain the different types of conditioning...

Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

Self Responsibility--5.1 Abide by the decisions of the officials...5.2 Organize and work cooperatively...5.3 Identify & evaluate three life-long physical activity preferences and determine self-responsibility...**Social Interaction**--5.4 Identify and reward the contributions of...**Group Dynamics**--5.5 Accept the roles of group members...5.6 Describe leadership roles and responsibilities...5.7 Model and encourage others to be supportive and inclusive of all ability levels.