

WARREN CONSOLIDATED SCHOOLS

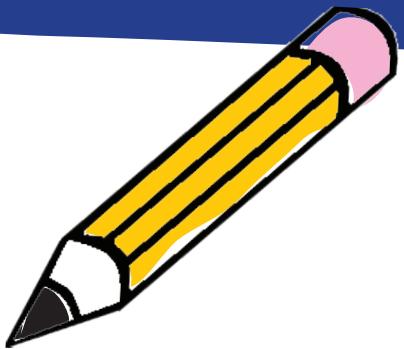
A Parents' Guide to Report Cards

C8

Creating Dynamic Futures

Student Achievement • High Expectations • Strong Relationships

Dear Parents:



The information in this brochure is intended to serve as a guide to understanding the core curriculum for English Language Arts, Mathematics, Social Studies and Science at each grade. Each grade level report card has been aligned to reflect the most current standards in each subject. The new curriculum in English and Language Arts and Mathematics is aligned to the Common Core State Standards (CCSS). The CCSS are a list of expectations that help teachers make sure their students have the skills and knowledge they need at each grade level from kindergarten through 12th. This guide will also identify the Science and Social Studies concepts that your child will experience throughout the year as well.

Subject: English Language Arts

Domain: Reading Literature

Standard: Key Ideas and Details

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

Standard: Craft and Structure

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

Standard: Integration of Knowledge and Ideas

- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Standard: Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Domain: Reading Informational Text

Standard: Key Ideas and Details

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

Standard: Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Standard: Integration of Knowledge and Ideas

- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Standard: Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.



Domain: Writing**Standard: Text Type and Purposes**

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

Standard: Production and Distribution of Writing

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

Standard: Research to Build and Present Knowledge

- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - o Apply grade 8 Reading standards to literature.
 - o Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Standard: Range of Writing

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



Domain: Speaking and Listening

Standard: Comprehension and Collaboration

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

Standard: Presentation of Knowledge and Ideas

- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)



Domain: Language

Standard: Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - o Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - o Form and use verbs in the active and passive voice.
 - o Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - o Recognize and correct inappropriate shifts in verb voice and mood.*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - o Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - o Use an ellipsis to indicate an omission.
 - o Spell correctly.

Standard: Knowledge of Language

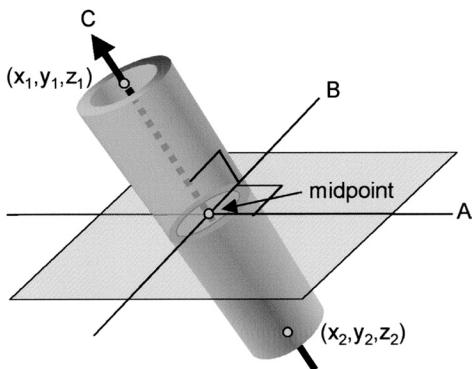
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state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

Standard: Vocabulary Acquisition and Use

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

Subject: Math

- The Number System
 - o Know that there are numbers that are not rational, and approximate them by rational numbers.
- Expressions and Equations
 - o Work with radicals and integer exponents.
 - o Understand the connections between proportional relationships, lines, and linear equations.
 - o Understand that the slope of a line is constant.
 - o Analyze and solve linear equations and pairs of simultaneous linear equations.
- Functions
 - o Define, evaluate, and compare functions.
 - o Grasp that the concept of a function is a rule that assigns to each input exactly one output.
 - o Understand that functions describe situations where one quantity determines another.
 - o Use functions to model relationships between quantities.
- Geometry
 - o Understand congruence and similarity using physical models, transparencies, or geometry software.
 - o Use ideas about distance and angles and how they behave under translations, rotations, reflections, and dilations.
 - o Understand and apply the Pythagorean Theorem.
 - o Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
- Statistics and Probability
 - o Investigate patterns of association in bivariate data with scatter plots, frequency tables, and linear models.



Standards For Mathematical Practice

PARENTS' GUIDE

As your son or daughter works through homework exercises, you can help him/her develop skills with these mathematical practice standards by asking some of these questions...

1. Make sense of problems and persevere in solving them.

- What are you solving for in the problem?
- Can you think of a problem that you have solved before that is like this one?
- How will you go about solving it? What's your plan?
- Are you making progress toward solving it? Should you try a different plan?
- How can you check your answer? Can you check using a different method?

2. Reason abstractly and quantitatively.

- Can you write or recall an expression or equation to match the situation?
- What do the numbers or variables in the equation refer to?
- What's the connection among the numbers and the variables in the equation?

3. Construct viable arguments and critique the reasoning of others.

- Tell me what your answer means.
- How do you know that your answer is correct?
- If I told you I think the answer should be (offer a wrong answer), how would you explain to me why I'm wrong.

4. Model with mathematics.

- Do you know a formula or relationship that fits this problem situation?
- What's the connection among the numbers in the problem?
- Is your answer reasonable? How do you know?
- What does the number(s) in your solution refer to?

5. Use appropriate tools strategically.

- What tools could use to solve this problem? How can each one help you?
- Which tool is more useful for this problem? Explain your choice.
- Why is this tool (the one selected) better to use than (another tool mentioned)?
- Before you solve the problem, can you estimate the answer?

6. Attend to precision.

- What do the symbols that you used mean?
- What units of measure are you using? (for measurement problems)
- Explain to me (a term from the lesson)

7. Look for and make use of structure.

- What do you notice about the answers to the exercises you've just completed?
- What do different parts of the expression or equation you are using tell you about possible correct answers?

8. Look for and express regularity in repeated reasoning.

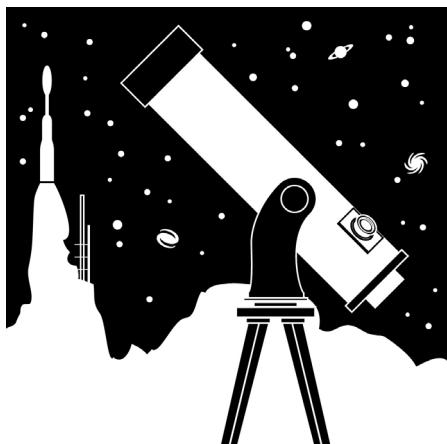
- What shortcut can you think of that will always work for these kinds of problems?
- What pattern(s) do you see? Can you make a rule or generalization?

Subject: Social Studies **(Integrated United States History)**

- History
 - o Apply history strands in regards to the following areas of Integrated United States History: Political and Intellectual Transformations, Era 3 (Revolution and the New Nation), Era 4 (Expansion and Reform, Era 5 (Civil War and Reconstruction), and Era 6 (America in the Last Half of the 19th Century.
- Geography
 - o Apply geography strands in regards to the following areas of Integrated United States History: Political and Intellectual Transformations, Era 3 (Revolution and the New Nation), Era 4 (Expansion and Reform, Era 5 (Civil War and Reconstruction), and Era 6 (America in the Last Half of the 19th Century.
- Civics and Government
 - o Apply civics and government strands in regards to the following areas of Integrated United States History: Political and Intellectual Transformations, Era 3 (Revolution and the New Nation), Era 4 (Expansion and Reform, Era 5 (Civil War and Reconstruction), and Era 6 (America in the Last Half of the 19th Century.
- Economics
 - o Apply economics strands in regards to the following areas of Integrated United States History: Political and Intellectual Transformations, Era 3 (Revolution and the New Nation), Era 4 (Expansion and Reform, Era 5 (Civil War and Reconstruction), and Era 6 (America in the Last Half of the 19th Century.
- Public Discourse, Decision Making, and Citizen Involvement
 - o Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions.
Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy,
report the results, and evaluate effectiveness.
o Act constructively to further the public good.

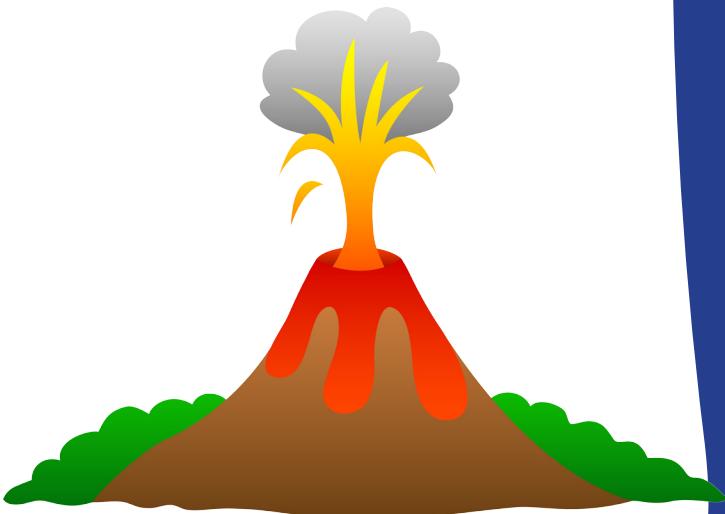
Subject: Science

- Science Processes
 - o Understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, application, and evaluation of scientific investigations.
 - o Distinguish between types of scientific knowledge (e.g., hypotheses, laws, theories) and become aware of areas of active research in contrast to conclusions that are part of established scientific consensus.
 - o Use scientific knowledge to assess the costs, risks, and benefits of technological systems as decisions are made regarding personal choice and public policy.
 - o Gain an insight to the role science plays in society, technology, and potential career opportunities.
- Earth Science – Astronomy
 - o Compare and contrast Earth's physical characteristics with those of other planets including Earth's magnetic field and movement in space.
 - o Calculate time and dates in different time zones.
 - o Differentiate between revolution and rotation and what causes seasons to change.
 - o Explain how the Moon's phases depend on the relative positions of the Sun, the Moon, and Earth and how tides on Earth are caused by the Moon.
 - o Compare and contrast solar and lunar eclipses and analyze surface features of the Moon.
 - o Compare and contrast geocentric and heliocentric models of the solar system and inner and outer planets with Earth.
 - o Describe each planet's position in orbit around the Sun and classify planets by location and characteristics.
 - o Evaluate other planets in the solar system for the possibility of containing life.
 - o Describe how electric and magnetic fields form electromagnetic waves and the properties of electromagnetic waves.
 - o Describe the waves in the different regions of the electromagnetic spectrum and compare their properties.
 - o Compare and contrast types of optical telescopes and explain how a radio telescope differs from an optical one.

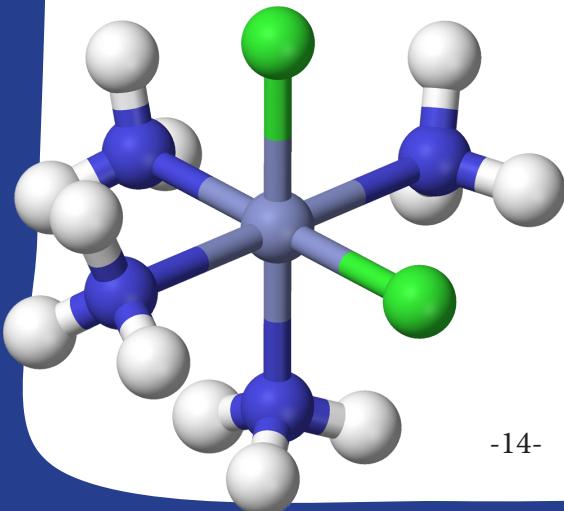


- Earth Science – Geology

- o Explain supporting evidence for the continental drift hypothesis and discuss its failings.
- o Discuss the causes and characteristics of earthquakes and how seismic waves affect Earth's surface and internal structure.
- o Explain how geologists infer the structure of Earth's deep interior and describe internal structure and composition.
- o Describe the types and causes of different types of volcanic eruptions and explain the pattern of occurrence.
- o Describe characteristics of all minerals and identify common mineral properties.
- o Describe the types of materials present in most rocks and explain and classify igneous rocks.
- o Explain how and where sedimentary rocks form and discuss how they are used to interpret Earth's history.
- o Identify physical conditions that cause metamorphism and where it occurs.
- o Explain the role and process of weathering in recycling Earth materials.
- o Describe the process of and controls on soil formation.
- o Explain how agents of erosion operate and describe kinds of landforms created.
- o Explain the importance of groundwater and how it is stored and obtained with concerns about future use.
- o Distinguish among geologic eras, periods, and epochs and explain how scientists decide when a geologic time period ends and another begins.
- o Explain the methods and logic used in relative dating and absolute dating.

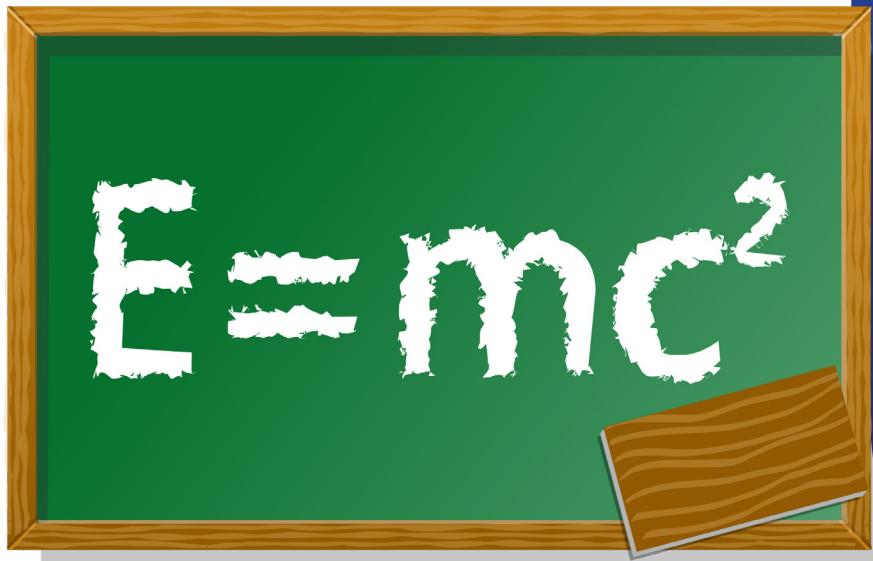


- Physical Science – Chemistry
 - o Define temperature and explain how thermal energy and temperature are related.
 - o Calculate the change in thermal energy of an object due to temperature change.
 - o Describe the differences in the four states of matter and explain how the motion of particles changes at melting and boiling points.
 - o Compare and contrast the transfer of thermal energy by conduction, convection, and radiation.
 - o Compare and contrast thermal conductors and insulators and how they are used to control the transfer of thermal energy.
 - o Define substances and mixtures and identify elements and compounds.
 - o Identify substances using physical properties and compare and contrast physical and chemical changes.
 - o Identify chemical changes and how the law of conservation of mass applies.
 - o Identify the names and symbols of common elements and quarks as subatomic particles.
 - o Describe the electron cloud model of the atom and how electrons are arranged in an atom.
 - o Compute the atomic mass and mass number of an atom and the components of isotopes.
 - o Explain the composition of the periodic table and use it to obtain information.
 - o Describe how a compound differs from its component elements and what a chemical formula represents.
 - o Explain that the electric forces between electrons and protons are essential to forming compounds.
 - o Describe ionic and covalent bonds and the particles produced by them.
 - o Distinguish between a nonpolar and polar covalent bond.
 - o Describe the types of chemical reactions.



- Physical Science – Physics

- o Distinguish between distance and displacement and calculate average speed.
- o Explain the difference between speed and velocity and interpret motion graphs.
- o Identify how acceleration, time, and velocity are related and calculate the average acceleration of an object.
- o Explain how forces and motion are related.
- o Compare and contrast static and sliding friction and the effects of air resistance on falling objects.
- o Explain how inertia and mass are related.
- o Define Newton's first and second laws of motion and apply the second law.
- o Distinguish between mass and weight and describe the gravitational force.
- o Explain projectile and circular motion.
- o Identify action and reaction forces as they relate to Newton's third law of motion.
- o Calculate momentum and recognize when it is conserved.
- o Distinguish between the kinetic and potential and describe the different forms of potential energy.
- o Calculate kinetic and gravitational potential energy.
- o Describe how energy is transformed from one form to another.
- o Discuss the law of conservation of energy.
- o Explain the meaning of work and describe how work and energy are related.
- o Calculate work and power.



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Student Achievement

A focus on measurable student achievement in our Professional Learning Communities.

High Expectations

Clear expectations for every stakeholder, including students, staff and parents.

Strong Relationships

Strong relationships among all stakeholders, including: teacher-student, parent-teacher, principal-teacher, and superintendent-board member.

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disability Act of 1990, the Elliott-Larsen Civil Rights Act of 1977, and the Genetic Information Nondiscrimination Act of 2008, it is the policy of the Warren Consolidated Schools that no person shall, on the basis of race, color, national origin, sex, (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, "Protected Classes") be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or in employment. Inquiries should be addressed to the Chief Human Resources Officer, 31300 Anita, Warren, Michigan 48093, (586) 825-2400, ext 63110.
