



# NATIONAL ACADEMIC PENTATHLON

# 2012 EIGHTH GRADE STUDY GUIDE



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Developed by:  
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**COACHES:** For local  
competition information, please  
call your County Office of Education



**W**elcome to the Academic Pentathlon program for middle school students. We're proud to have you on board and look forward to an exciting year.

The Academic Pentathlon is a rapidly growing program, both in Orange County and nationwide. With teamwork and cooperative learning as the focus, the Academic Pentathlon program has excited both teachers and students. Most schools organize the program as an on-campus academic club where students of all ability levels have the opportunity to interact and learn. The program empowers schools to reinforce positive attitudes towards learning and provides a "safe" environment for academically motivated students.

The benefits associated with Pentathlon participation are extensive. The knowledge gained, the cooperative skills developed, and the memories of deep friendships are experiences that will continue to have positive influences on the students long after the competition. In addition, the Academic Pentathlon is based on the California state content standards, making it a perfect complement to traditional school year curriculum.

Your commitment to give of your time, leadership, and caring is a special tribute to your profession. It is the most precious gift that we can bestow on future generations.

Best wishes as you begin to prepare your teams for the 2012 Pentathlon.

William M. Habermehl  
County Superintendent of Schools



## Welcome, Coaches, to another exciting year!

On behalf of the Orange County Department of Education, it is my pleasure to welcome your participation in this year's Academic Pentathlon program.

The goals of the program are to:

- Maximize the individual learning potential of adolescent students through the motivation of teamwork and competitive challenge
- Provide schools with a vehicle to focus on and reward the academic efforts and achievements of their students
- Stimulate interaction of schools, communities, and businesses in support of academic endeavor

The Academic Pentathlon is an exciting one-day, five-event academic competition. After weeks of academic coaching, team studying, and individual preparation, Pentathletes gather on competition day to test their knowledge in Essay writing, Literature, Mathematics, Science, and Social Science.

- The competition begins with 30-minute written exams in four subject areas. The culminating event of the competition is the Super Quiz, which is the only event open to the public.
- The Super Quiz topic can be either Social Science or Science. Super Quiz is held in the gym with the questions projected on a large screen. Team members are brought together to compete in a battle of wits against other participating teams. It is an exciting and challenging event before a cheering crowd of parents, students, and supporters.
- Each team is composed of nine team members, three from each grade point average category of "A," "B," and "C or below." This team composition gives students the opportunity to develop skills for working with students of different ability levels, motivation, and interests.

Regardless of how your team scores at the competition, each participant benefits from the program. The time spent growing, nurturing, and enjoying each other is the real reward of the competition training. The Pentathletes' awareness and appreciation for team members' diversity reaffirm the importance of requiring team membership to include students from the "A," "B," and "C and below" grade point average categories.

This Study Guide is divided into five sections, covering the test areas of the Academic Pentathlon. Please feel free to call our Academic Events office at (714) 966-4316 if you have any questions about the Study Guide or the competition format.

Sincerely,  
Sharon L. Nelson  
Coordinator, Academic Events



# ACADEMIC PENTATHLON HISTORY

The concept of academic competitions as a motivator was pioneered by Dr. Robert Peterson, Orange County Superintendent of Schools, emeritus. In 1968, he created the Academic Decathlon, a ten-event competition for students in grades nine through twelve.

Schools quickly discovered that spirit, excitement, and enthusiasm should not be reserved just for student athletes. The applause, cheering, and enthusiastic recognition given to athletic superstars belong just as much to outstanding academic performers. The possibility of being publicly recognized for academic achievement gives students new motivation to strive for excellence.

The Academic Pentathlon brings such recognition within the reach of students in grades six through eight. In 1984, a pilot competition was held for six teams of eighth grade students from Orange County, California. With financial support from the McKesson Foundation, a full Academic Pentathlon program was launched in 1985. That year, 440 students from 56 schools participated. In 2011, over 1,800 students from 207 teams participated in Orange County, California alone, and more than 6,500 awards were distributed. The SchoolsFirst Federal Credit Union has been the primary sponsor since 1988.

With the combined support of corporate partners and the growing enthusiasm of teachers, students, administrators, and parents, the Academic Pentathlon has expanded to 17 California counties and various other states. The future holds bright promise for continued expansion of this program as schools come to appreciate its value in encouraging and fostering academic excellence in the middle schools.

During the three months of training, students develop a deep camaraderie and appreciation for their team members. Once they have shared the rich experiences of working as a cooperative group, they become more effective leaders as well as team players. They come to appreciate the value and power of teamwork.



# **BENEFITS OF THE ACADEMIC PENTATHLON**

## **RECOGNITION FOR ACADEMIC ACHIEVEMENTS**

Athletic achievers have long received the praise of peers, admiration of their teachers, and support of their community. The Academic Pentathlon enlarges this sense of school spirit and student pride by recognizing and rewarding students for academic achievement.

## **PARTICIPATION OF ALL STUDENTS**

Students of all achievement levels—above, at, or below grade level—are eligible to compete in the Academic Pentathlon. By opening the competition to every student in the school, underachievers are given the motivation to learn and the opportunity to try. High achievers, motivated by a strong desire to succeed, participate in the competition with contagious enthusiasm.

## **COOPERATION TO MAXIMIZE LEARNING**

Teamwork is at the heart of the Academic Pentathlon. Students in their middle school years feel a strong need for peer approval and support. By helping each other prepare for the competition, Pentathletes help bring out the potential in each other. The Academic Pentathlon teaches students to appreciate different styles of learning, interests, and talents, and it enhances their ability to work as a team.

## **INTERACTION WITH SCHOOL/COMMUNITY**

The competition provides recognition outside the classroom for caring and motivated teachers, bringing a high degree of visibility to participating schools. Civic groups and local businesses become enthusiastic supporters through their sponsorship of the program.

Everyone touched by the Academic Pentathlon—students, coaches, businesses, community leaders, parents, sponsors, and volunteers all gain feelings of pride, achievement, and satisfaction by contributing to the academic and personal excellence of tomorrow's leaders.

## **IMMEDIATE BENEFITS**

The special blend of education and competition offered by the Academic Pentathlon enables Pentathletes to:

- Meet California Standards
- Improve research, study, and test-taking skills
- Enhance communications, interpersonal, and team building skills
- Develop critical thinking skills, self-discipline, and commitment
- Grow in appreciation for academic challenge, endeavor, and inquiry
- Gain a greater sense of self esteem and pride in achievements



# PENTATHLON EVENTS

The events for the 2012 Academic Pentathlon are designed to test general knowledge as well as written communication skills. The number in the parentheses indicates the number of test questions in that subject. Super Quiz includes a 25-item objective test for all students and a 10-item oral round per Honor, Scholastic, and Varsity category. The objective and oral tests will be worth 500 points each.

	<b>Possible Individual Points</b>
ESSAY (two-page white, lined paper)	1,000
LITERATURE (50)	1,000
MATHEMATICS (30)	1,000
SOCIAL SCIENCE - SUPER QUIZ* Objective Test (25) Relay Round (10)	1,000 (separate team award only)
SCIENCE (50)	1,000
<b>TOTAL POINTS</b>	<b>5,000</b>

\*30 minutes allotted for each test except Super Quiz relay round



# STUDY GUIDE FORMAT

Each objective test in the Academic Pentathlon consists of a total of 50 questions (except math with 30 questions) in two formats: multiple choice and matching. Super Quiz contains 10 items for the oral round and 25 items for the objective test. The essay will be based on a choice of one of three prompts. Sample instructions and prompts are included in the Study Guide.

Keep in mind that the intent of the program is to recognize students in a positive way. If they take the time to learn the material, use good test-taking skills, and apply their knowledge, we hope they will be successful. We recognize that students have a limited time to learn the material, so parameters have been set for the content.

In order to help contestants and coaches plan an effective study program for the Academic Pentathlon, this Study Guide outlines the information that will be covered by each test. In most cases, the major subject headings are followed by detailed listings of subtopics to study.

- 5%**      **I.    INDUSTRIAL REVOLUTION  
                 AND IMMIGRATION**
- A. Tariffs
  - B. Banking
  - C. Land Grants
  - D. Subsidies

The subtopics following this major subject heading explain what students should know about state and federal government. Approximately 5 percent of the test will cover roman numeral one.

EXAMPLE



# ESSAY

## ESSAY WRITING INSTRUCTIONS

### Before You Write:

- Select one of the prompts from the ones listed on the next page.
- Use the outline page to draft your essay. Use the white, lined paper to write your essay. Only the lined paper will be scored.

### Mechanics of Your Paper:

- Write in pencil only and use legible penmanship.
- Follow accepted rules of Standard English sentence structure, usage, spelling, capitalization, and punctuation.
- Write a carefully organized essay of two to four pages in length.
- Include adequate transitions between ideas.
- Write a final, concluding paragraph.
- Allow time to proofread and correct your essay.

### The Essay:

- Write the quotation or prompt on your paper.
- Support your position with specific details, facts, or examples drawn from your reading or from your own experience.



# ESSAY

## 8<sup>TH</sup> GRADE SAMPLE ESSAY PROMPTS

(The enclosed quotations are to be used as practice writing prompts. You can have your coaches practice with their team using these quotations.)

The 2012 Academic Pentathlon Essay prompts will be taken from the literature selection, *The Evolution of Calpurnia Tate* by Jacqueline Kelly and the Social Science topic, *The New Nation and U.S. Foreign Policy in the Early Republic*.

1. What does the statement, “A boy needs a piano like a snake needs a hoopskirt,” reveal about the theme of the novel and growing up on farm in 1899?
2. Explain why the town’s people viewed Granddaddy as a senile old man. Do you agree or disagree with them?” Give specific examples.
3. Describe the history of the United States, if the Louisiana Purchase did not happen. What would be the geographical and economic ramifications to the country’s growth?

SAMPLE



# LITERATURE

## The Evolution of Calpurnia Tate

by Jacqueline Kelly

It is the summer of 1899, an eleven year old Calpurnia Tate, the only daughter in a household of seven children, longs to be a scientist like her naturalist grandfather. Unfortunately, she is learning that such a fate is unbecoming and unlikely for an upper-class girl like her growing up in Texas and that the rules for her and for her brothers are fast becoming quite different. She is conflicted by her mother's plan for her to marry and her own desire to pursue a formal education in a time when female roles prohibited girls from following such academic dreams. Her summer is thus spent splitting her time between exploring scientific inquiry with her grandfather and learning how to cook, sew, and knit with her mother. Callie struggles to find her identity as she realizes she is not like the other girls her age who just want to grow up and start a family. She would much rather collect scientific specimens and explore the newly developed theory of evolution with her grandfather. Gratefully, as the turn of the 20th century approaches, she finds that she, too, is evolving in a time when many changes are taking place in the society around her. She feels hopeful that perhaps she can break free from the roles that society has placed upon her in this exciting and dramatic period of American history.

The students, in their analysis of the novel, should be aware of the grade level standards. They should be able to read critically while reflecting on character development, setting and plot. Some questions will expect the students to interpret quotations as related to plot, theme, characterization, historical relevance, and the author's use of literary devices.

### 10 % POETRY

Students should be prepared to demonstrate the ability to analyze how the author develops the poem's tone and central idea.

Define how tone or mood is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. They should be able to recognize how literary devices (such as alliteration, imagery, personification, repetition, etc.) are used to emphasize mood and meaning.

### 20% LANGUAGE

Students should be prepared to answer questions that demonstrate mastery of grade level standards in language usage and conventions: sentence structure, grammar, punctuation, and spelling.



# LITERATURE

## 15% VOCABULARY

The words will be chosen from the novel. Correct usage of vocabulary through the analysis of context clues and the interpretation of the text lead to a better understanding of the author's purpose.

<http://www.merriam-webster.com/>

## 55% NOVEL

Questions in this section will be an in-depth analysis of the literature selection.

### A. Setting

1. What is the setting?
2. How does the setting provide a background for the development of plot events and conflicts among characters?

### B. Plot, Events, Action

1. What is the structure of the literature?
2. How does the author develop plot through conflict, tension, climax, and resolution?

### C. Character, Characterization

1. How does the author develop the central conflict of the protagonists?
2. How are other characters used to develop a theme?
3. How do minor characters represent attitudes, life style, and social conditions?

### D. Theme and / or historical background

1. How are themes developed through the central conflicts of the characters?
2. Is historical reference incorporated into the literature?

### E. Style, Point of View, Tone

1. How does the point of view affect the tone of the literature?
2. How do characterization, plot development, and literary devices contribute to the mood and theme?

### F. Quotations

1. How do certain quotes used in the novel relate to the mood, theme, plot, etc.?

### G. Sequencing of events

- A. What order to certain events take place in the novel?

### H. Literary devices (foreshadowing, flashbacks, metaphor, symbolism, dialect, irony, imagery)



# LITERATURE

## POEMS

### Sample Test

*"A Time to Talk"*

by Robert Frost

### Marketing Test

*"Songs for the People"*

by Frances Ellen Watkins Harper

### County Test

*"Freedom's Plow"*

by Langston Hughes



# MATHEMATICS

The mathematics section of the Academic Pentathlon for Grade 8 uses the California Standards for Grade 7 for half of the question content and the Standards for Grade 8 for the other half of the question content. All questions are asked in a rich, problem-solving format. The 30-question test has been designed so that calculators are not required or allowed. While any of the content standards may be used for questions, a greater emphasis will be employed in the following key areas.

	<b>California Standards</b>
<b>60% ALGEBRA AND FUNCTIONS</b>	
Students should be able to simplify and solve linear and simple nonlinear expressions and equations/inequalities, including systems using two variables. Students should also be able to determine the slope of a line, points on a line, x- and y-intercepts, and whether lines are parallel, intersect, or are perpendicular.	<b>7.0</b> <b>8.0</b> <b>9.0</b>
Students should be able to perform the four basic operations on monomials and polynomials. Students should also be able to factor, complete the square, and use the quadratic formula to find the x-intercepts, solve the equation, and solve word problems.	<b>10.0</b> <b>14.0</b> <b>20.0</b> <b>21.0</b>
Students should be able to perform the four basic operations on rational expressions and solve word problems about distance, work, mixture/solution, age, and coins.	<b>13.0</b> <b>15.0</b>



# MATHEMATICS

## 20% NUMBER SENSE

Students should be able to perform the four basic operations using integers, fractions, and decimals; take rational numbers to fractional powers; and simplify rational numbers by using exponent rules. **7NS 1.2**

Students should be able to recognize which rational numbers are terminating or have repeating decimals, convert terminating decimals into simplified fractions, and differentiate between rational and irrational numbers. **7NS 1.4**  
**7NS 1.5**

Students should understand the meaning of the absolute value of a number and be able to determine the absolute value of real numbers. **7NS 2.5**

Students should be able to use simple aspects of a logical argument, including inductive/deductive reasoning and counterexamples, and determine when statements are always, sometimes, or never true. **24.1**  
**24.3**  
**25.3**

## 20% MEASUREMENT AND GEOMETRY

Students should be able to choose appropriate units of measure and use ratios/rates to convert within and between systems. **7MG 1.3**

Students should be able to compute the perimeter, area, and volume of common geometric figures, as well as understand the effects of changes of scale. **7MG 2.3**

Students should be able to use the Pythagorean Theorem and its converse. **7MG 3.3**

Students should be able to use the idea of congruence and similarity of geometric figures to determine the length of sides and measurement of angles. **7MG 4.3**



# SCIENCE

## Astronomy: The Universe

Earth Science  
Earth in the Solar System  
California Standards 4

The structure and composition of the universe can be learned from the study of stars and galaxies and their evolution. As a basis for this study, students will understand how galaxies are clusters of billions of stars and may have different shapes. Some fuzzy points of light in the sky that were originally thought to be stars are now known to be distant galaxies which themselves appear to form clusters that are separated by vast expanses of empty space. Students will focus on how our sun is a typical example of one of the many stars in our own Milky Way galaxy and that stars may vary greatly in size, temperature, and color, which relate to each star's life cycle. How astronomical units (AU) and light years (ly) are measures of distance between the sun and stars and that most distant objects observed in the universe are estimated to be 10 to 15 billion light years from the solar system will be explored. Consideration will be made as to how nuclear fusion reactions that occur deep inside stars' cores are the source of light for all bright objects in outer space and how the moon and planets shine by reflected sunlight, not by their own light. The appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids, will be highlighted, including Kepler's three laws of motion and Newton's Law of Universal Gravitation.

### 8% I. UNIVERSE/GALAXIES

- a. Shapes
  - i. Spiral
  - ii. Barred-Spiral
  - iii. Elliptical
  - iv. Irregular
- b. Big bang theory

### 22% II. MILKY WAY

- a. Our sun
  - i. Layers (location and function)
    - 1. Core
    - 2. Convective zone
    - 3. Radiative zone



# SCIENCE

## I. MILKY WAY – *Cont.*

- a. Our sun
  - ii. Atmospheric layers (location and function)
    - 1. Photosphere
    - 2. Chromosphere
    - 3. Corona
  - iii. Process of nuclear fusion
    - 1. Deuterium
    - 2. Helium-3
    - 3. Helium-4
  - iv. Features
    - 1. Sunspots
    - 2. Solar flare
    - 3. Solar wind
    - 4. Prominences
- b. Characteristics of other stars
  - i. Life cycle of stars
    - 1. Mass
    - 2. Sizes
      - a. White dwarf
      - b. Main-sequence/medium
      - c. Giant
      - d. Supergiant
    - 3. Solar nebula
    - 4. Supernova
    - 5. Black holes
    - 6. Quasars
    - 7. Pulsars
    - 8. Neutron star
  - ii. Temperature/color
    - 1. Blue
    - 2. Blue-white
    - 3. White
    - 4. Yellow
    - 5. Orange
    - 6. Red
  - iii. Hertzsprung-Russell Diagram
  - iv. Clusters
    - 1. Globular
    - 2. Open



# SCIENCE

8%

## III. ASTRONOMICAL UNITS

- a. Distance
  - i. Light years
  - ii. Astronomical units
  - iii. Parallax

12%

## IV. SOURCE OF LIGHT

- a. Stars
  - i. Barnard's Star
  - ii. Betelgeuse
  - iii. Deneb
  - iv. Polaris
  - v. Sirius A
- b. Constellations
  - i. Canis Major
  - ii. Cassiopeia
  - iii. Cygnus
  - iv. Orion
  - v. Pegasus
- c. Sky Charts
  - i. Autumn
  - ii. Summer
  - iii. Winter
  - iv. Spring
- d. Magnitude
  - i. Absolute
  - ii. Apparent
- e. Electromagnetic Spectrum
  - i. Wavelengths/waves
  - ii. Electromagnetic radiation
  - iii. Continuous spectrum
  - iv. Absorption spectrum
  - v. Emission lines
  - vi. Spectrograph
- f. Doppler effect
  - i. Red shift/blue shift
  - ii. Compression/expansion



# SCIENCE

25%

## V. OBJECTS IN THE SOLAR SYSTEM

- a. Planets
  - i. Terrestrial
    - 1. Characteristics/Composition
    - 2. Formation
      - a. Weathering and erosion
      - b. Tectonics
      - c. Volcanism
      - d. Impact Cratering
  - ii. Gas giants
    - 1. Characteristics/Composition
    - 2. Rings
    - 3. Storms
- b. Planetary satellites
  - i. Earth's moon
    - 1. Phases
    - 2. Collision-ring theory
    - 3. Characteristics
      - a. Craters
      - b. Maria
      - c. Terrae
    - 4. Tides
      - a. High/low
      - b. Spring/neap
  - ii. Moons of other planets
    - 1. Phobos
    - 2. Deimos
    - 3. Io
    - 4. Europa
    - 5. Ganymede
    - 6. Calisto
    - 7. Titan
    - 8. Miranda
    - 9. Triton



# SCIENCE

## V. OBJECTS IN THE SOLAR SYSTEM – *Cont.*

- c. Asteroids
  - i. Composition
  - ii. Location
  - iii. Orbit
  - iv. Named
    - 1. Pallas
    - 2. Vesta
    - 3. Ceres
    - 4. Eros
- d. Comets
  - i. Composition
    - 1. Nucleus
    - 2. Tails
  - ii. Orbit
  - iii. Origin
    - 1. Kuiper belt
    - 2. Oort Cloud
- e. Meteor
- f. Meteorite
- g. Meteoroid
- h. Planetary/Galactic Exploration
  - i. Cassini
  - ii. Mariner 10
  - iii. Galileo
  - iv. Voyager 2
  - v. Lunar Prospector
  - vi. Magellan



# SCIENCE

## 25% VI. PLANETARY MOTION

- a. Rotation
  - i. Axis
- b. Revolution
  - i. Orbit
  - ii. Seasons
    - 1. Solstice
    - 2. Equinox
- c. Kepler's Laws
  - i. First law of motion/ellipse
  - ii. Second law of motion
  - iii. Third law of motion
- d. Eclipse
  - i. Lunar
  - ii. Solar
  - iii. Umbra
  - iv. Penumbra
- e. Theories of planetary motion
  - i. Ptolemy
    - 1. Geocentric model
  - ii. Copernicus
    - 1. Heliocentric model
  - iii. Galileo
  - iv. Brahe
  - v. Kepler



# **SOCIAL SCIENCE**

## **(SUPER QUIZ)**

### **THE NEW NATION AND U.S. FOREIGN POLICY IN THE EARLY REPUBLIC**

Standards 4, 5 & 8

Students will study the growth of a new nation in terms of its physical landscapes and political divisions, plus the terms of Thomas Jefferson, James Madison, James Monroe, John Quincy Adams, and Andrew Jackson. Consideration will be made to the rise of capitalism and economic problems and conflicts that arose including Jackson's opposition to the National Bank, early decisions of the U.S. Supreme Court that reinforce the sanctity of contracts and the capitalistic economic system of law.

U.S. foreign policy will be examined in the early Republic in terms of the political and economic causes and consequences of the War of 1812. The changing boundaries and the principal 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 the westward expansion, the Mexican American War and the Indian Nations.

#### **I. ELECTION OF 1800**

- A. Electoral deadlock
- B. End of the Federalist Era

#### **II. THE AGE OF JEFFERSON**

- A. Inauguration/Inaugural address
- B. Democratic approach
- C. Reduced role of government/laissez faire
- D. Supreme Court
  - 1. John Marshall
  - 2. Marbury vs. Madison
  - 3. judicial review



# **SOCIAL SCIENCE**

## **(SUPER QUIZ)**

### **THE AGE OF JEFFERSON – *Cont.***

- E. The Louisiana Purchase
- F. The Lewis and Clark Expedition
- G. Limits of trade
  - 1. The Embargo Act
  - 2. Non-Intercourse Act
- H. Conflict with Native Americans
  - 1. Treaty of Greenville
  - 2. Tecumseh's Confederation
  - 3. Battle of Tippecanoe

### **III. JAMES MADISON**

- A. Constitution – writer
- B. Secretary of State
- C. 1809-1817 Presidency
  - 1. Conflict with Britain
  - 2. The War Hawks
  - 3. Nationalism
  - 4. American and British Strategies
  - 5. Invasion of Canada
  - 6. British in Washington
  - 7. Battle of New Orleans
  - 8. The Hartford Convention
  - 9. Treaty of Ghent



# **SOCIAL SCIENCE**

## **(SUPER QUIZ)**

### **IV. PRESIDENT JAMES MONROE**

- A. The Era of Good Feelings
- B. Three sectional leaders
  - 1. John C. Calhoun
  - 2. Daniel Webster
  - 3. Henry Clay/The American System
- C. A New National Bank
- D. Missouri Compromise
- E. Tallmadge Amendment
- F. John Marshall
- G. Supreme Court measures
  - 1. McCulloch vs. Maryland
  - 2. Gibbon vs. Ogden
- H. Adams – Onis Treaty
- I. The Monroe Doctrine

### **V. JOHN QUINCY ADAMS**

- A. Election of 1824
- B. The presidency
- C. Promotion of economic growth
- D. Election of 1828
  - 1. suffrage
  - 2. mudslinging
  - 3. candidates for the election



# **SOCIAL SCIENCE**

## **(SUPER QUIZ)**

### **VI. THE AGE OF JACKSON**

- A. Jacksonian democracy
- B. “Old Hickory”
- C. The Spoils System
- D. The Bank War
- E. Tariff of Abominations
- F. The Nullification Crisis
- G. Indian nations in the southeast
- H. Indian Removal Act
  - 1. Worcester v. Georgia
  - 2. Trail of Tears
- I. Seminole War

### **XI. MEXICAN-AMERICAN WAR**

- A. Manifest Destiny
- B. The Treaty of Guadalupe Hidalgo
- C. Gadsden Purchase



# 2012 SOURCES

## LITERATURE

1. ***The Evolution of Calpurnia Tate***  
Author: Jacqueline Kelly  
Publisher:  
ISBN Number: 978-0-312-65930-1

### ***Grammar Sites***

1. <http://grammar.ccc.commnet.edu/grammar/>  
(with this one click on the Index)
2. <http://englishplus.com/grammar/>

## SOCIAL SCIENCE

1. ***America – History of Our Nation/Unit 6***  
Chapters 5, 6 & 9 – Sections 1, 2 & 3  
Authors: James West Davidson and Michael B. Stoff  
Publisher: Pearson/Prentice Hall  
Date: 2006 Teacher’s Edition  
ISBN Number: 0-13-133381-X
2. ***Creating America – A History of the United States***  
Chapter 10, Chapter 11– Section 3, and Chapters 12 & 13 – Sections 1, 2, & 3  
Authors: Jesus Garcia, Donna M. Ogle, C. Frederick Risinger, Joyce Stevos  
Publisher: McDougal Littell  
Date: 2006  
ISBN Number: 0-618-55951-15



# 2012 SOURCES

## SOCIAL SCIENCE – *Cont.*

### 3. *History Alive! The United States Through Industrialism*

Chapters 11, 12, 13, 14, 15.3 & 15.6

Author: Diane Hart

Publisher: TCI – Teachers’ Curriculum Institute

Date: 2005

ISBN Number: 1-58371-401-4

### 4. *United States History – Independence to 1914*

Chapters 7, 8, 9 & 10 – Section 3

Authors: William Devereil and Deborah Gray White

Publisher: Holt, Rinehart and Winston

Date: 2006

ISBN Number: 0-03-041224-2

## SCIENCE

### 1. *Prentice Hall Science Explorer: Focus On Physical Science*

California Edition

Chapters: 12 – 15

Authors: David Frank, Ph.D.; T. Griffith Jones, Ph.D.; John G. Little; Beth Miaoulis;  
Steve Miller; Jay M. Pasachoff, Ph.D.

Publisher: Prentice-Hall, Inc.

Date: 2008

ISBN Number: Teacher ed: 0132012715



# 2012 SOURCES

## SCIENCE – *Cont.*

### 2. *Holt Science: Physical Science*

California Edition

Chapters: 15 – 16

Authors: Christie Borgford, Ph.D.; Mapi Cuevas, Ph.D.; Leila Dumas, MA;  
Mary K. Hemenway, Ph.D.; John Krupczak, Jr., Ph.D.; William G. Lamb, Ph.D.;  
Lee Summerlin, Ph.D.; Sally A. Vonderbrink, Ph.D.; Jane Yuster

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