



School Administrative Units (SAUs) award diplomas. The Maine Department of Education's role is to ensure that SAUs base the awarding of a diploma on student proficiency for students graduating after January 1, 2018. The following Proficiency-Based Diploma Extension application is intended to provide the Department and the school administrative unit with evidence of a good fit between the district's current progress and their extension request.

Directions for submitting an extension application

1. Complete the document and provide evidence to support the responses. Our intent is to keep the process streamlined and reasonable and have therefore set word limits of 1000 words for each section in the application and request that districts submit a total of no more than 25 pages of evidence.
2. Convert the extension application document and all pages of evidence to a PDF format and fax your complete application to Diana Doiron at the following fax number: 1-877-227-9838.

Note: Extension applications that are incomplete or lack sufficient evidence will receive feedback requesting additional information. Our plan is to process all submissions within a month of the submittal window. This plan is dependent on the number of submissions received per submittal deadline.

Proficiency-Based Diploma Extension Option 2

At the time of the extension application the SAU will:

- Provide evidence demonstrating its preparedness to deliver diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles in 2019.
- Provide an implementation plan that outlines benchmarks for the 2014-2015 school year that the SAU will meet in order to pilot and refine the mechanisms for reporting and refine assessments that have already been developed and are necessary to meet the goal of awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds carried over to support the implementation of proficiency-based diplomas

LIMIT RESPONSES TO QUESTIONS TO 1000 WORDS PER QUESTION AND LIMIT TOTAL ATTACHED EVIDENCE TO 25 PAGES

Submittal Window

1. Indicate the submitting date.

August 18, 2014, 5 pm September 17, 2014, 5 pm October 18, 2014, 5 pm

Superintendents Region

2. Indicate the superintendent region in which your SAU is a member.

Aroostook	
Cumberland	
Hancock	x
Kennebec Valley	
Midcoast	
Penquis	
Washington	
Western Maine	
York	

- 3. School Administrative Unit:**
RSU 24

- 4. High School(s):**
Sumner Memorial High School

- 5. Name and title of people completing the extension request:**
Nicole Chan, Curriculum Director

- 6. Superintendent's name, address, phone number and email:**
Suzanne Lukas
248 State St. Suite 3A
Ellsworth, ME 04605
(207)667-8136
slukas@rsu24.org

Evidence of Preparedness

7. Describe the SAU’s preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after January 1, 2019. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).

Criteria:

- Clear description of the proficiency-based education work completed to date
- Clear connection between evidence and the work done
- Clear description of the impact the proficiency-based work is having on students, staff and community
- Clear alignment to extension option

Sumner Memorial High School has been laying the foundation of a proficiency based education system since the fall of 2010, beginning with the implementation of the Federal School Improvement Grant focused on transformational change and rapid improvement within teaching and learning. Beginning with multiple standards based school visits in the 2010/2011, and 2011/2012 school years, planning and prep in the 2012/2013 school year, and then implementation of a Freshman Academy in the 2013/2014 school year, SMHS has readied itself to complete a full pilot starting in the 2014/2015 school year with all Class of 2018 students in each subject area of the Maine Learning Results as well as the Maine Guiding Principles. After the 2014/2015 pilot, SMHS will review and revise procedures and policies school-wide in order to officially award diplomas to the Class of 2019 based on proficiencies of the MLR’s and the Maine Guiding Principles. Achievement and tracking of these proficiencies will begin with the Class of 2019’s entrance into SMHS in the 2015/2016 academic school year.

Within the 2011/2012, 2012/2013, and 2013/2014 academic years, there were multiple preparatory steps the Regional School Unit took to move and prepare towards proficiency. Regarding diploma readiness, Sumner Memorial High School moved forward at an extremely rapid pace. These, in turn, are the implementation steps that SMHS has accomplished in order to engage in a proficiency based pilot beginning in 2014/2015 for the class of 2018:

Academic Year/Implementation Steps:	Outcomes:
<p>2010-2011:</p> <ul style="list-style-type: none"> • November 2013 – March 2014: Multiple site visits to proficiency based/standards based high schools around the state and in New England 	<ul style="list-style-type: none"> • Gathering and documentation of findings in order to shape the vision of proficiency based learning at Sumner Memorial High School

<ul style="list-style-type: none"> Alternative pathways program developed, offering alternative learners with a creatively individualized educational environment 	<ul style="list-style-type: none"> Alternative pathways students instructed, assessed, and reported out on performance within specific learning standards – the first true pilot of proficiency based education at SMHS
<p>2011-2012:</p> <ul style="list-style-type: none"> November 2013 – March 2014: Multiple site visits to proficiency based/standards based high schools around the state and in New England Alternative pathways program refined, offering alternative learners with a creatively individualized educational environment 	<ul style="list-style-type: none"> Gathering and documentation of findings in order to shape the vision of proficiency based learning at Sumner Memorial High School Alternative pathways students instructed, assessed, and reported out on performance within specific learning standards
<p>2012-2013:</p> <ul style="list-style-type: none"> September 2013: New Dean of Instruction hired District adoption of CCSS aligned curriculum materials in ELA and Social Studies in grades 6-12 Common planning time (CPT) implemented within the daily schedule for all subject areas Multiple staff wide book/instructional studies: <u>So Each May Learn</u>, Silver, Strong & Perini (2000) <u>The Core Six</u>, Silver, Dewing, Perini (2012) <u>Reading for Meaning</u>, Silver, Morris, Klein (2010) 	<ul style="list-style-type: none"> Administrative leadership with a focus on preparation and implementation of 9-12 proficiency based pilot for the class of 2018 Curriculum designed to inform teachers which CCSS standards were being taught and assessed within the materials Time for developing materials, and learning about the structure of a proficiency based education system Preparation for, and transition into the instructional and philosophy shift of a proficiency based education system. Instructional strategies not only provided strategies for aligning to standards, but also provided professional development on differentiated instruction to meet student needs.

<p><u>Task Rotation</u>, Silver, Jackson, Moirao (2011) <u>Classroom Curriculum Design</u>, Silver, Strong & Associates (2008)</p>	
<p>2013-2014:</p> <ul style="list-style-type: none"> • Multiple staff wide book/instructional studies: <u>Task Rotation</u>, Silver, Jackson, Moirao (2011) <u>Tools for Promoting Active, In-Depth Learning</u>, Silver, Strong, Perini (2001) <u>Questioning Styles and Strategies</u>, Silver, Strong & Associates (2007) • District adoption of CCSS aligned curriculum materials in Mathematics grades 6-12 • September 2013 – May 2014: Weekly after school meetings within Freshman Academy members to discuss and work on proficiency based materials • October 2013 – June 2014: Teachers align taught and assessed curriculum to state and national standards, flagging the graduation standards and performance indicators within their interactive curriculum maps • November 2013: District and high school building-based professional-development days focused on developing graduation standards 	<ul style="list-style-type: none"> • Preparation for, and transition into the instructional and philosophy shift of a proficiency based education system. • Curriculum designed to inform teachers which CCSS standards were being taught and assessed within the materials. • Enhanced collaboration, sharing of rubrics, tuning of lessons and development of assessments, collaboration among 2014/2015 pilot teachers • Enhancement of horizontal and vertical sequencing, as well as articulation of taught and assessed standards within the curriculum • Generating understanding and ownership of the SMHS proficiency based system

<ul style="list-style-type: none"> • November 2013: SMHS Dean of Instruction as well as district steering committee members present to the RSU school board regarding LD 1422, general proficiency based information, and information about work done at the high school level to date • December 2013 – March 2014: Ellsworth High School departments collaboratively develop, refine, and finalize and 9-12 graduation standards in 8 content areas. (Appendix A) • January 2014 – June 2014: Department PLC groups meet to develop proficiency based education work • March 2014: Proficiency based education presentation to all 7th and 8th grade parents within all SMHS sending elementary schools • March 2014: District and building-based professional development day focused on classroom details of proficiency based systems (curriculum design, grading, reporting, etc.). • April 2013: Habits of work philosophy and rationale developed school wide, as well as indicators chosen for HOW assessment (Appendix B, C) 	<ul style="list-style-type: none"> • Generating community and school board understanding and ownership of the shift to proficiency within Maine high schools • Articulation of proficiencies that students need to meet (in all 8 content areas) in order to gain an EHS diploma within the new system • Development of the SMHS proficiency based system at the departmental level, as well as development of Guiding Principles rubric and assessment materials • Communication of graduation requirements for the Class of 2018 and beyond at SMHS, as well as enhanced understanding about details of proficiency based education systems for students, parents, and the greater Sullivan community • Further development of the implementation plan for piloting a proficiency based system beginning in the fall of 2014 • Full school commitment to separation of learning and behavior outcomes in order to give parents rich information about student performance at reporting time
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<ul style="list-style-type: none">• May 2014: Administrator representation at the Maine Curriculum Leaders' Association professional development opportunity – "Helping Stakeholders Understand Standards and Proficiency: Communicating about Proficiency- based Diplomas"	<ul style="list-style-type: none">• Further preparation and development of admin and staff for the shift to proficiency beginning in the fall of 2014
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Understanding that much work has been done to prepare for the shift to proficiency based education, the Sumner High School staff as well as the Sullivan community still feel strongly that extension option two is in the best interest of its students and staff moving forward. Taking the opportunity to implement and support philosophy changes for students and parents while keeping hallmarks of a traditional model for the Class of 2018 cohort will only prove to be positive. A yearlong pilot that will refine and strengthen work completed will help to reinforce optimistic perception of this system-wide shift for the Class of 2019 and beyond within RSU 24.

Overall Implementation Plan

- 8. Provide a description of the overall plan to meet the goal of awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after January 1, 2019. The description should include benchmarks and metrics that the SAU will meet in the 2014-2015 school year. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).

Criteria:

- Overall plan is aligned with the SAU shared vision focus areas
- Benchmarks for progress in 2014-2015 include activities/actions that will support the achievement of the benchmarks and metrics to measure them.
- Evidence included clearly supports the benchmarks

Sumner Memorial High School is committed to moving forward with a full pilot of proficiency based education in the 2014-2015 school year. The main goals of the pilot will be to (1) provide experience to teachers within the new system, (2) work out grading and reporting details within the web-based grading program, (3) continue to educate and inform the greater Sullivan community about the shift to proficiency based education, and (4) develop a solution to the World Language proficiency requirement for all students (coming from a system that has no K-8 World Language programs and inadequate 9-12 World Language staffing to support all students). RSU 24 is committed to high quality learning environments – a pilot year will ensure that the current level of commitment to teaching and learning in the high school classrooms will remain during this transitional time.

Specific goals and benchmarks for progress within the 2014-2015 school year are as follows:

Goal:	Benchmark:
<ul style="list-style-type: none"> • All courses containing 9th graders (includes 18 teaching staff) will align curriculum and instruction to the Sumner Memorial High School content area graduation standards (Appendix A) and assess students according to said standards rather than traditional test, quiz, homework, etc. grading lenses • Report all 9th grade assessments under a proficiency based 1-4 scale along with a 4 point scale GPA (Appendix F). 	<ul style="list-style-type: none"> • Run web-based grading reports to monitor consistent teacher implementation of the change to content area graduation standard assessment reporting • Monitor student and community feedback regarding the transition to the 1-4 scale through community forum commentary and questionnaire

<ul style="list-style-type: none"> • All courses at SMHS (includes all teachers and all grade levels) will assess and record Habits of Work (Appendix C) on a bi-weekly basis • Develop and refine clear assessment rubrics at the performance indicator level under the SMHS graduation standards (Appendix A) throughout the year. • Develop and attain board approval for policies dictating graduation requirements, honors and awards, grading and assessment, transcripting, eligibility, and honor roll requirements under a full proficiency based system for the Class of 2019 and beyond • Develop a timeline, and implement a standards based online grade book that creates report cards for students and families that fully disclose progress within standards in each content area, as well as performance in Habits of Work • Develop a plan that will allow all students to participate in programming, and achieve proficiency in World Language • Develop a full plan for tracking of student proficiency on the Maine Guiding Principles • Message transition steps and SMHS proficiency based education FAQ's through the school newsletter and website to increase communication and understanding 	<ul style="list-style-type: none"> • Run web-based grading reports to monitor consistent teacher implementation, as well as monitor community feedback on the use of Habits of Work reporting at SMHS through community forum settings • Common planning time (CPT) minutes will be monitored throughout the year, as CPT meetings will be the main vehicle for proficiency based refinement work. • Policies adopted in board meeting minutes before July 1, 2015 • Continuous reporting to the school board on adherence to the timeline will be reported in board meeting minutes throughout the 2014-2015 school year • Meeting notes, outreach to state officials, data, and research documented • Tracking plan adopted in faculty meeting minutes before June 1, 2015 • Monthly newsletters distributed not only to parents, but to community buildings across the district paired with frequent website updates
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<ul style="list-style-type: none">• Message transition steps through regularly scheduled community forums to increase understanding and ownership	<ul style="list-style-type: none">▪ Schedule two public community forums in the 2014-2015 school year
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Implementing these action steps during the 2014-2015 school year will ensure success for a full implementation of a proficiency based education model beginning in the fall of 2015. Full implementation in fall of 2015 will allow RSU 24 to follow success in awarding diplomas based on proficiency in the standards for the eight content areas of the Maine Learning Results and the standards of the Guiding Principles after July 1, 2018.

System of Supports for Student Learning

9. Describe the system of supports you have in place for secondary students when proficiency is not demonstrated. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced) and attach evidence to support the description referencing the name of the document(s) and specific page(s).

Criteria:

- Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit
- Clear description of practices for regular monitoring of student progress
- Clear description of equity of opportunity for support in any content area and Guiding Principle

Sumner Memorial High School administration and staff are committed to student success inside the current educational model, as well as through the transition into a proficiency based model. Students at SMHS already have a rich system of supports that are positively ingrained into the school culture, and these supports will strongly carry forth for the Class of 2018 and beyond.

Guided study at Sumner Memorial High School [is already and] will be the main vehicle of remediation and intervention when students are not meeting required objectives within a course. Guided Study is a Response to Intervention (RTI) program for all students that was first developed during the 2013-2014 school year under the federal School Improvement Grant in order to provide focused, responsive support to the entire student body. Guided Study was first called the Learning Enrichment Acceleration Program (LEAP) in 2013-2014, and was modified in summer of 2014 to better serve student needs for the 2014-2015. During guided study, students are in one of three places: (1) focused study, (2) guided study, or (3) study hall. Focused study is comprised of a group of 3-5 students who need much support – they may struggle with skills, or need to recover work completed in class. This group is specifically small in order to give maximum individual attention, and provide a safe, nurturing, learning environment for struggling learners. Guided study is comprised of a group of 10 or fewer students who need interventions to meet proficiencies in class, but don't need these interventions individually delivered. Students in guided study usually need more time to process class activities or group support to get through the material. The moderate group size works well to honor remediation needs for students at a developing proficiency level. Finally, students in study hall are students who do can work individually to refine proficiencies. Teachers provide expectations to these students during this time, yet they only deliver instruction and/or resources when the students request support.

As the Hancock County Technical Center serves a body of SMHS students, their offerings have also been a part of the planning process to meet student needs regarding proficiencies and/or lack thereof. HCTC teachers have spent two years aligning curriculum to meet content area standards within their specific programs in order to offer an additional pathway for SMHS students to achieve performance indicator benchmarks in a non-traditional setting. Similar to the Guided Study model, HCTC also offers pull-outs in order to provide additional practice for struggling students who are not meeting academic standards.

For those students needing remediation beyond the school day, Sumner Memorial High School plans to maximize the 21st Century Community Center Learning Grant to expand programming and offer remediation programs to meet student need. For example, a summer school program will be developed this year to allow opportunity for students to complete work within all content areas. Work completed in summer school will directly correlate with assignments and assessments at the performance indicator level – this will create evidence to outline the student's achievement at the graduation standard level. Students will be released from summer school as soon as they have produced enough evidence to show proficiency within the graduation standards that they had previously missed. In addition to summer school, SMHS students who are not meeting proficiencies will be encouraged to take advantage of additional opportunities provided through the 21st Century Community Center Learning Grant, including the after school program and school vacation recovery. As Guided Study will, these three programs will allow students to access interventions for re-learning and re-assessment within the school year and keep on track for graduation.

Within the classroom on a daily basis, students will also continue to receive constructive and timely feedback regarding performance on lesson objectives, and ultimately performance indicator work that will create a body of evidence to show proficiency at the graduation standard level. Sumner Memorial High School staff is committed to providing feedback to all students at formative and summative levels to increase student success in all areas of the Maine Learning Results and the Guiding Principles. An excerpt from the forthcoming program of studies details the SMHS assessment philosophy well:

"SMHS classrooms will offer formative and summative assessments to monitor and report on student mastery of skills and knowledge. The purposes of formative and summative assessments are significantly different, and therefore will be weighted appropriately in the overall grade for each standard.

Formative Assessment: Frequent and ongoing assessments or observations that are carried out at the learning target level by an educator in order to determine the next appropriate instructional steps for each student within a classroom. Formative assessments can be summarized to be *for student learning*.

Formative assessments are generally countless, but important to the process, and will

weigh 20% under each performance indicator in all courses.

Summative Assessment: Assessments carried out at the performance Indicator level in order to summarize and record a learner's proficiency up to that point. Summative assessments can be summarized to be *indicative of student learning*.

Summative assessments count more, and will weigh 80% under each performance indicator in all courses. Because of this cumulative nature, students will have at least two assessment opportunities at the summative level under each performance indicator."

Sumner High School's commitment to school and family communication/ collaboration has fostered a staff-initiated agreement stating that formative and summative assessment scoring will be updated *at least* every two weeks in the web-based grading system that all students and parents have access to. This will give families a clear and timely monitoring status of student execution at the performance indicator level in their courses within all content area graduation standards. Monitoring of Guiding Principle proficiencies, and Habits of Work are also updated in this timely manner through the web-based grading system.

Proficiency-Based Diploma Transition Funds

10. Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:

- Policy: 0%
- Practice: 100%
- Community Engagement: 0%
- One-year Carry Over: 0%

MDOE Proficiency-Based Diploma Transition Funds during the 2013-2014 school year were 100% spent on practice within RSU 24. The district's priority was to develop a Proficiency Based Steering Committee, which was charged with the following vision: (1) sustain a working committee focused on vetting proposals, (2) generate buy-in and understanding, (3) provide an opportunity for community voice and contribution, and (4) launch Proficiency-based Learning for Class of 2018. The committee had school board, administrator and K-12 representation, and met every week from October to June. 55% of the transition funds were used to pay hefty stipends to teachers in order to compensate them for the challenging work. 33% of the funds were used for employee training and travel regarding proficiency based education models, and the remaining 12% was spent on supplies, such as Mentoring Minds Common Core Standards and Strategies Flip Charts for all grade level teachers.

- 11. Provide a description of the intended impact for your transition funds. Attach a budget for the 2014-2015 transition funds and any 2013-2014 transition funds that were carried over after June 30, 2014. For each expense, identify the amount and date by which it will be expended. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced. Attach a budget document and limit the budget document to 2 pages.**

Criteria:

- Clear description of intended impact for your use of transition funds
- Budget aligns to intended impact

Proposed Budget: \$11,083.77

- \$1,000.00 Community Engagement and Education Supplies
- \$2,783.77 Instructional Supplies/Materials
- \$6,400.00 Professional Development Training, Travel & Stipends
 - \$1,000.00 Employee Training Workshop Fees
 - \$400.00 Professional Development Travel
 - \$4,150.00 PBE Curriculum Development Stipends
 - \$850.00 PBE Curriculum Development Taxes, Insurance & Retirement
- \$900.00 Contracted Services

Community Engagement and Education Supplies –

RSU 24 is committed to ensuring that their students, parents and greater community understand and embrace the shift to proficiency based education. Not only is Sumner High School piloting the shift this year, but also one of our teams at Peninsula School is piloting ELA, Math, Social Studies and Science standards in grades 6-8. Throughout this year, we plan to have community forums in our district at the middle and high school level in order to inform the greater public about proficiency based education and its components. Funds to provide food, materials, and even guest speakers at these events will assist in the success of the evenings. We anticipate expending the projected \$1,000.00 budget by no later than April 30, 2015.

Instructional Supplies/Materials-

Communication between students and staff is an integral part in the shift to proficiency. Materials will need to be developed and/or supplies be purchased throughout the year in order to aid the transition. For example, large Habits of Work posters for SMHS need to be printed (for school wide use) in order to institutionalize the change in school practice. Other instructional materials, such as common core aligned resources, will be purchased and/or developed to make the pilot cohesive among disciplines. RSU 24 is committed to school-wide systematic change, and these supplies/materials will help aid this process. We anticipate expending the projected \$2,783.77 budget by June 1, 2015.

Professional Development Training, Travel & Stipends –

RSU 24 plans to support teacher development through a proficiency based system in a multitude of capacities. Professional development opportunities will be offered throughout the year using these funds to support teachers K-12 through this shift. At the 9-12 level, constant district and building communication will allow trainings to be pertinent and informative – RSU 24 is committed to making sure that the 2014-2015 pilot is supported and positive for the teachers of the Class of 2018 population. At the K-8 level, foundational work needs to be done to develop the elementary/middle standards framework. Not only will teachers be trained in proficiency based philosophies, but they will be paid to participate in the development of this framework. We anticipate expending the projected \$6,400.00 budget by no later than June 1, 2015.

Assessment/Reporting System Contracted Services–

Currently, RSU 24 uses Infinite Campus as a Student Information System and Learner Management System. Unfortunately, this system is not designed to provide a user friendly proficiency based grading experience for students, staff, and/or parents. In lieu of this fact, RSU 24 is exploring pilot opportunities with companies that have developed specific standards-based grading learner management system(s). Along with pilot use of these system(s), staff needs training and support. These funds would provide opportunity for all of this while still holding Infinite Campus as our core learner management system. After a pilot, the district will assess system(s) capabilities and decide collectively if they would like to make the switch away from Infinite Campus for the 2015-2016 school year. We anticipate expending the projected \$1,000.00 budget by April 30, 2015.

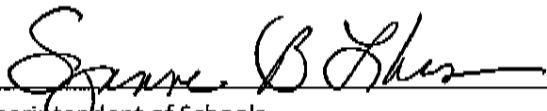
Option 2 Authorization Page

The SAU will submit a confirmation report to the Maine DOE by July 1, 2015. This report will include evidence that the SAU is prepared to award students graduating after July 1, 2018 a diploma based on proficiency of the standards of the eight content areas and standards of the Guiding Principles.

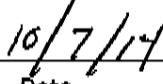
We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

We certify that the criteria for awarding a diploma beginning after July 1, 2018 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

- A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;
- B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;
- C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and
- D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.



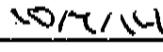
 Superintendent of Schools



 Date



 Chair of School Board



 Date

Appendix A

SUMNER MEMORIAL HIGH SCHOOL

PROFICIENCY BASED EDUCATION
REQUIREMENTS



English Language Arts Graduation Standards

READING COMPREHENSION

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

(CCSS.ELA.CCRA.R.10)

READING INTERPRETATION

Interpret, analyze, and evaluate appropriately complex literary and informational texts. (CCSS.ELA.CCRA.R.7, 10)

WRITING ARGUMENTS

Write clear and coherent arguments for a range of tasks, purposes, and audiences. (CCSS.ELA.CCRA.W.1, 4, 10)

WRITING INFORMATIVE TEXTS

Produce clear and coherent informative writing for a range of tasks, purposes, and audiences. (CCSS.ELA.CCRA.W.2, 4, 10)

WRITING NARRATIVE TEXTS

Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences.

(CCSS.ELA.CCRA.W.3, 4, 10)

WRITING PROCESS

Develop and strengthen writing as well as the research process. (CCSS.ELA.CCRA.W.5, 7)

SPEAKING AND LISTENING DISCUSSION

Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively. (CCSS.ELA.CCRA.SL.1)

SPEAKING AND LISTENING PRESENTATION

Present information, findings, and supporting evidence, conveying a clear and distinct perspective.

(CCSS.ELA.CCRA.SL.4)

SUMNER MEMORIAL HIGH SCHOOL

PROFICIENCY BASED EDUCATION
REQUIREMENTS



Mathematics Graduation Standards

PROBLEM SOLVING

Make sense of problems and their solutions. (CCSS.M.MP.1)

MODELING WITH MATHEMATICS

Use mathematical models to reason abstractly and quantitatively. (CCSS.M.MP.2, 4)

CRITICAL REASONING

Construct viable arguments and critique the reasoning of others. (CCSS.M.MP.3)

USE OF TOOLS

Use appropriate tools strategically. (CCSS.M.MP.5)

PRECISION

Attend to precision. (CCSS.M.MP.6)

STRUCTURE AND REPEATED REASONING

Attend to structure and repeated reasoning. (CCSS.M.MP.7, 8)

CONTENT KNOWLEDGE

Learn mathematical content and apply it to theoretical and practical scenarios. (CCSS.M.C)

SUMNER MEMORIAL HIGH SCHOOL

PROFICIENCY BASED EDUCATION
REQUIREMENTS



Science & Technology Graduation Standards

WRITING

Produce discipline-specific writing that is clear and coherent. (CCSS.ELA.WHST.1, 2, 4, 9)

READING

Read and comprehend science and technological texts. (CCSS.ELA.RST.2, 7, 9)

INQUIRY

Ask questions and define problems. (NGSS.S&EP1)

MODELING

Develop and use models. (NGSS.S&EP2)

EXPERIMENTAL DESIGN

Plan and carry out investigations. (NGSS.S&EP3)

DATA

Analyze and interpret data. (NGSS.S&EP4)

COMPUTATION

Use mathematics and computational thinking. (NGSS.S&EP5)

SCIENTIFIC SOLUTIONS

Construct explanations and design solutions. (NGSS.S&EP6)

SCIENTIFIC COMMUNICATION

Engage in argument from evidence. (NGSS.S&EP7)

SCIENTIFIC RESEARCH

Obtain, evaluate, and communicate information. (NGSS.S&EP8)

SUMNER MEMORIAL HIGH SCHOOL

PROFICIENCY BASED EDUCATION
REQUIREMENTS



Social Studies Graduation Standards

WRITING

Produce discipline-specific writing that is clear and coherent. (CCSS.ELA.WHST.1, 2, 4, 9)

READING

Read and comprehend history/social studies texts. (CCSS.ELA.RH.2, 6, 9)

POWER, AUTHORITY, AND GOVERNMENT

Examine concepts from civics and government to understand political systems. (MLR.SS.B)

HISTORY

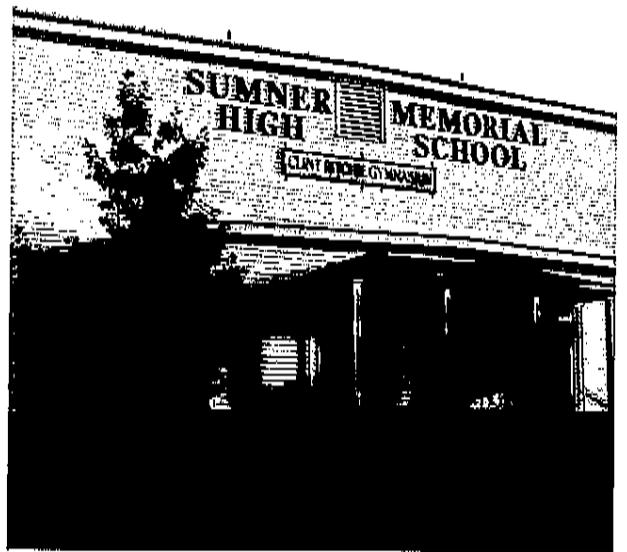
Develop historical perspective and understand issues of time, continuity, and change. (MLR.SS.E, NCSS.II)

PEOPLE, PLACES, AND ENVIRONMENTS

Understand issues involving people, places, and environments. (NCSS.III, IX)

SUMNER MEMORIAL HIGH SCHOOL

PROFICIENCY BASED EDUCATION
REQUIREMENTS



Visual & Performing Arts Graduation Standards

CONTENT LITERACY

Understand concepts, skills, terminology, and processes in music or art. (MLR.VPA.A)

ARTISTIC EXPRESSION

Create, communicate, and express through a musical performance or an artwork. (MLR.VPA.B)

CREATIVE PROBLEM-SOLVING

Plan, collaborate, design, and create in order to solve problems. (MLR.VPA.C, E)

CONSTRUCTING MEANING

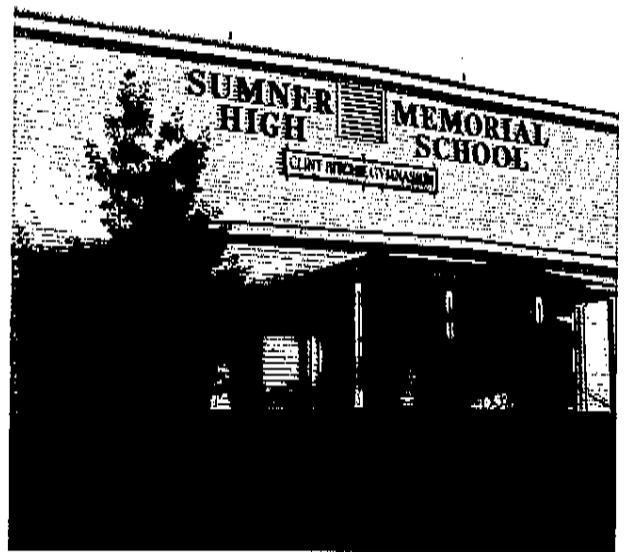
Analyze, evaluate and describe music/performances/artwork. (MLR.VPA.D)

CONNECTIONS

Demonstrate an understanding of the inter-relationships among the Visual/Performing arts across disciplines, and culture history and society. (MLR.VPA.E)

SUMNER MEMORIAL HIGH SCHOOL

*PROFICIENCY BASED EDUCATION
REQUIREMENTS*



World Languages Graduation Standards

COMMUNICATION

Communicate in the target language. (MLR.WL.A)

CULTURES

Demonstrate knowledge and understanding of the culture(s) in which the target language is spoken. (MLR.WL.B)

CONNECTIONS

Expand knowledge and acquire information by connecting the study of a world language with other content areas. (MLR.WL.C)

COMPARISONS

Develop insight into the nature of language and culture. (ACTFL.4.1, 4.2)

COMMUNITIES

Encounter and use the target language both in and beyond the classroom for life-long learning and for communication with foreigner neighbors. (MLR.WL.D)

SUMNER MEMORIAL HIGH SCHOOL

PROFICIENCY BASED EDUCATION
REQUIREMENTS



Physical Education Graduation Standards

MOTOR SKILLS

Demonstrates competency in a variety of motor skills and movement patterns. (NASPE.1)

MOVEMENT AND PERFORMANCE

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. (NASPE.2)

PHYSICAL ACTIVITY AND FITNESS

Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (NASPE.3, MLR.HEPE.H)

PERSONAL AND SOCIAL BEHAVIORS

Exhibits responsible personal and social behavior that respects self and others. (NASPE.4)

SUMNER MEMORIAL HIGH SCHOOL

*PROFICIENCY BASED EDUCATION
REQUIREMENTS*



Industrial Technology Assessment Standards

UNDERSTANDING PROCESSES

Understand concepts, terminology and processes in industrial education.

MATERIALS MANIPULATION

Create, communicate and fabricate using materials with proper procedures.

CAREER EXPLORATION

Analyze and describe the problems and situations in the world of work.

PAST VS. PRESENT TECHNOLOGIES

Understand the relationships between past and present technologies to prepare for the future.

SAFETY

Demonstrate the safe and proper use of tools, along with demonstrating personal safety.

SUMNER MEMORIAL HIGH SCHOOL

PROFICIENCY BASED EDUCATION
REQUIREMENTS



Career and Education Development Graduation Standards

SELF-KNOWLEDGE AND INTERPERSONAL RELATIONSHIPS

Assess and demonstrate a thorough understanding of the knowledge, attitudes, behaviors and skills needed to be successful in school, careers, civic life, and relationships with others. (NCDG.PS1, PS2)

EDUCATION, CAREER AND LIFE ROLES

Demonstrate an understanding of the relationship between the changing nature of work in a 21st century global economy and educational requirements; how learning new skills and educational achievement lead to increased career options and lifelong learning. (NCDG.ED 1, ED 2, CM 3, CM 5)

DECISION MAKING AND PLANNING

Demonstrate effective decision-making and planning skills in their pursuit of success in education, work and citizenship roles. (NCDG.CM 1, CM 2, CM 3, CM 4)

Appendix B

SUMNER MEMORIAL HIGH SCHOOL

PROFICIENCY BASED EDUCATION ASSESSMENT INFORMATION

HABITS OF WORK

The grading system at Sumner Memorial High School will document academic progress and achievement separately from habits of work and behaviors. Habits of Work (HOW) are essential to student success in school and in life. Positive Habits of Work traits are an essential part of student success, and there is a strong correlation between habits of work, achievement, and learning. High quality Habits of Work provide a foundation for students to be prepared to achieve in the classroom environment.

Habits of Work will be monitored over the duration of a learning experience and scores will be measured and determined using a common scoring criteria. These common measures will ensure consistency and fairness in the assessment of work habits across students, teachers, content areas, and time. The following indicators are scored under Habits of Work within all classes: Behavior/ Respect, Attendance/Timeliness, Preparedness & Homework/Deadlines. Habits of Work will be scored on a rubric scale of 1 - 4, and will be assessed at least every two weeks. Students will receive separate Habits of Work scores for each course they are enrolled in during a ranking period.

To earn a "4", a student must do the following:

- *Always behaves appropriately and is respectful of surroundings and others.*
- *Has no tardies or unexcused absences.*
- *Is always prepared for class with textbook, charged iPad, materials and/or writing utensils.*
- *Always completes homework and meets assignment deadlines.*

To earn a "3", a student must adhere to the four indicators most of the time (80%)

To earn a "2", a student must adhere to the four indicators some of the time (60%)

To earn a "1", a student must adhere to the four indicators rarely (less than 60%)

Although Habits of Work are not tied to grade point averages, HOW grades will be tied to ranking period honors as well as academic supports for students. At the end of every quarter, a HOW Honor Roll will be posted and celebrated, announcing every student who earned a "3" or higher in their HOW indicators for all classes. A student with HOW scores of "3" or above also cannot "fail" a course. At the end of the semester/year, a student with HOW scores of "3" or higher who has not met academic standards will receive an Incomplete. This means that the student will be granted additional support and time, typically two weeks, to meet remaining standards after school, before school, through guided study, or summer school in order to prove proficiency. At the end of a semester/year, a student with HOW scores of "1" or "2" in any category will receive an Incomplete for their academic standards until they remediate the HOW behavior(s) that they are not proficient in. The Student Response Team will be the main intervention vehicle for identifying and remediating student HOW scores.

Appendix C

SUMNER MEMORIAL HIGH SCHOOL HABITS OF WORK SCHOOL-WIDE SCORING RUBRIC

Criteria	4 Exceeds Proficiency	3 Proficient	2 Approaching Proficiency	1 Not Proficient
Behavior/ Respect	Student always behaves appropriately and is respectful of surroundings and others.	Student behaves appropriately and is respectful of surroundings and others most of the time, requiring redirection once per week.	Student behaves appropriately and is respectful of surroundings and others some of the time, requiring redirection 2-3 times per week.	Student rarely behaves appropriately and may be disrespectful of surroundings and others, requiring redirection more than 3 times per week.
Attendance/ Timeliness	Student has no tardies or unexcused absences.	Student is tardy no more than once per week and has no unexcused absences.	Student is tardy more than once and/or has one unexcused absence per week.	Student is tardy more than three times and/or has more than one unexcused absence per week.
Preparedness	Student is always prepared for class with textbook, charged iPad, materials and/or writing utensils.	Student is prepared for class with textbook, charged iPad, materials and/or writing utensils, requiring reminders once per week.	Student is prepared for class with textbook, charged iPad, materials and/or writing utensils, requiring reminders 2-3 times per week.	Student is rarely prepared for class with textbook, charged iPad, materials and/or writing utensils, requiring reminders more than 3 times per week.
Homework/ Deadlines	Student always completes homework and meets assignment deadlines.	Student completes homework and meets deadlines most of the time (e.g.: missing 1 homework assignment or deadline per week out of 5).	Student completes homework and meets assignment deadlines some of the time (e.g.: missing 2-3 homework assignments or deadlines per week out of 5).	Student rarely completes homework and meets assignment deadlines (e.g.: missing more than 3 homework assignments or deadlines per week out of 5).

Appendix D

REGIONAL SCHOOL UNIT NO 24

Quick Report

Report # 34447

Statement Code: J

10/17/2014 09:50

(FAX)

P.035/035

Account Number / Description	Revised Budget 7/1/2014 - 6/30/2015	Current Period 9/1/2014 - 9/30/2014	Reported Period 7/1/2014 - 6/30/2015	Encumbrances 7/1/2014 - 6/30/2015	Amount Remaining 7/1/2014 - 6/30/2015	Percent Remaining 7/1/2014 - 6/30/2015
PROF. BASED EDUCATION GRANT						
2232-0000-2210-515000-900-00 Prof. Based Educ - Stipends	4,150.00	0.00	0.00	0.00	4,150.00	100.00 %
2232-0000-2210-520000-900-00 Prof. Based Educ - P/Taxes	70.00	0.00	0.00	0.00	70.00	100.00 %
2232-0000-2210-523000-900-00 Prof. Based Educ. - Retire	780.00	0.00	0.00	0.00	780.00	100.00 %
2232-0000-2210-530000-900-00 Prof. Based Educ - Contracted Svc	900.00	0.00	0.00	0.00	900.00	100.00 %
2232-0000-2210-533000-900-00 Prof. Based Educ - Empl. Training	1,000.00	0.00	0.00	0.00	1,000.00	100.00 %
2232-0000-2210-558100-900-00 Prof. Based Educ - Prof. Dev. Travel	400.00	0.00	0.00	0.00	400.00	100.00 %
2232-0000-2210-560000-900-00 Prof. Based Educ - Supplies	3,783.77	0.00	0.00	0.00	3,783.77	100.00 %
Total - Prof. Based Educ.	\$11,083.77	\$0.00	\$0.00	\$0.00	\$11,083.77	100.00 %



*Serving the communities of Eastbrook, Franklin, Gouldsboro, Mariaville,
Sorrento, Steuben, Sullivan, Waltham, and Winter Harbor*

January 16, 2015

Diana Doiron, Standards-Based Education Specialist
Maine Department of Education
23 State House Station
Augusta, Maine 04333-0023

Dear Ms. Dioron:

This letter is written in response to communication from the Commissioner regarding the RSU 24 application for Extension 2 relative to implementation of Proficiency Based Diplomas for our students. The Commissioner advised us to select Option 5 instead.

We are including with this letter evidence that our district is poised to meet the requirements of Extension 2. Specifically, We have numbered the bullets in his letter and have attached evidence categorized accordingly. We are certain that you review of our work will confirm our commitment to full implementation for the class of 2019.

1. Evidence of graduation/reporting standards and performance indicators that represent the comprehensive collection of the core ideas at the high school level in the 8 content areas and alignment of learning experiences and assessments to these standards
2. Evidence of criteria and the methodology for determining proficiency of the standards of the Guiding Principles (Effective Communicator, Creative and Practical Problem-Solver, Responsible and Involved Citizen, Integrated and Informed Thinker)
3. Evidence refinement is underway to support all 2019 Cohort students who want to accelerate at a quicker pace through the secondary opportunities for learning
4. Evidence the system of supports for students is being refined to close achievement gaps
5. Evidence piloting of assessments and their rubrics for determining proficiency is underway in the 2014-2015 pilot and refining year
6. Evidence of a developed World Language program under refinement to provide opportunity for all Cohort 2019 students to learn and demonstrate proficiency
7. Evidence of 2014-2015 piloting of the online grade book for reporting proficiency in all 8 content areas and the 5 Guiding Principles for the 2019 Cohort

8. Evidence that a student who has demonstrated proficiency in all ELA, mathematics, and science and technology standards earlier than the expected timeline will engage in educational learning experiences relating to these content areas in each remaining year of the student's secondary schooling.
9. Evidence policy adoption process will be completed by August 2015 for policies pertaining to the opportunity to learn and demonstrate proficiency in all 8 content areas and the 5 Guiding Principles for the 2019 Cohort (e.g. IKF, IKA, IKAB, IKE,IHC, IIJ)
10. Evidence that multiple pathways to proficiency for the 2019 Cohort are aligned to complexity and cognitive demand of the reporting standards and performance indicators in all 8 content areas and the 5 Guiding Principles
11. Evidence that the metric for determining proficiency is aligned to the complexity and cognitive demand of the reporting standards and performance indicators.

Also included with this transmission is a copy of our district strategic plan. You will see in this document the district commitment to full implementation of proficiency based education.

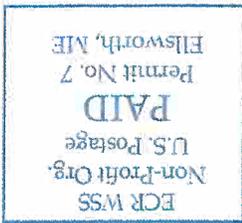
We appreciate your efforts in reviewing our submission and await your approval.

Sincerely,



Suzanne B. Lukas, Superintendent

*Serving the communities of Eastbrook, Franklin, Gouldsboro, Morraville,
Sorrento, Steuben, Sullivan, Waltham and Winter Harbor*



Regional School Unit #24
248 State Street – Suite 3A
Ellsworth, ME 04605

Regional School Unit 24

STRATEGIC PLAN

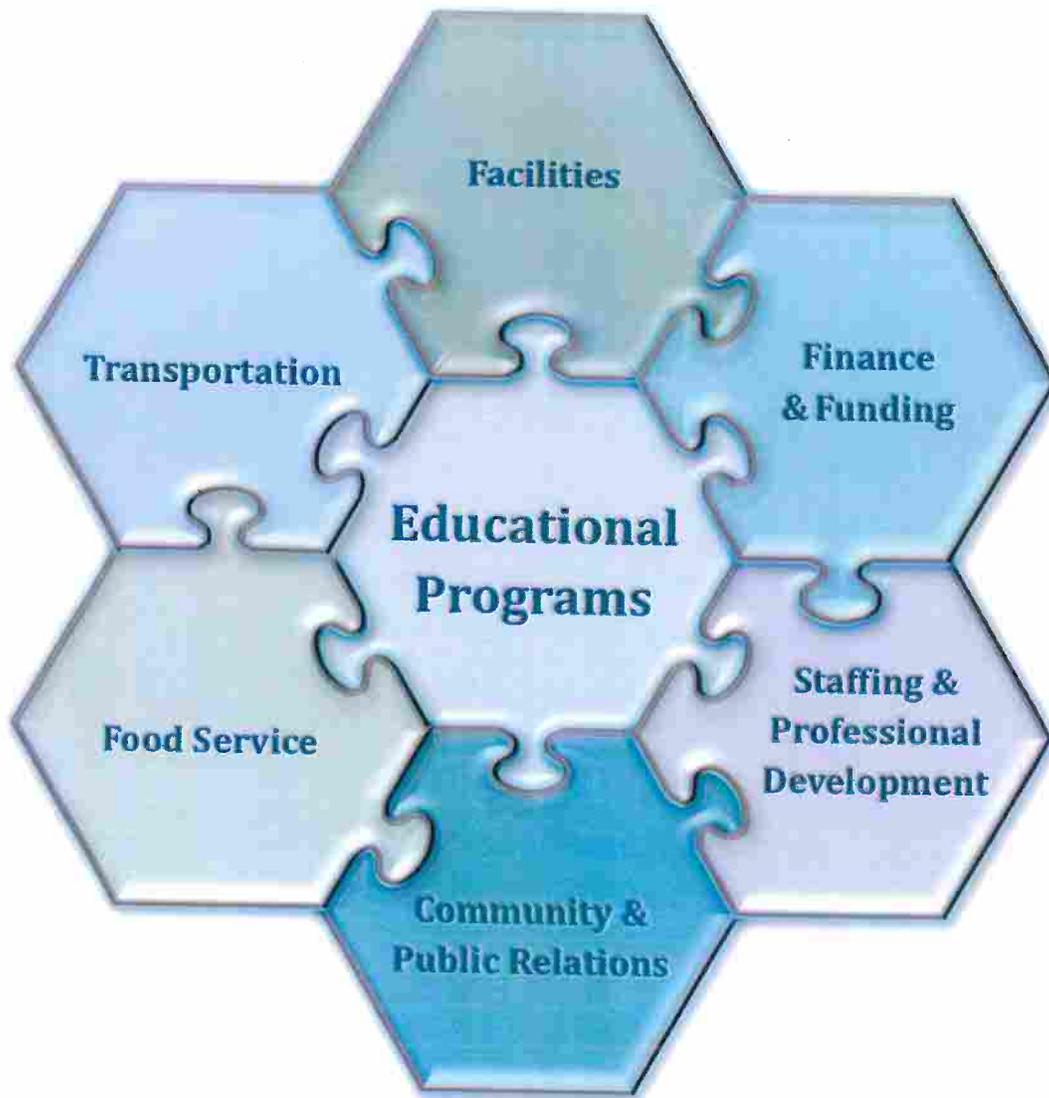
2014-2019

A plan to chart future direction for our schools:

- ***Cave Hill School***
- ***Ella Lewis School***
- ***Mountain View School***
- ***Peninsula School***
- ***Sumner Memorial High School***
- ***Regional School Unit 24 Adult Education***



A blueprint for the future of our schools . . .



STRATEGIC PLAN

2014-2019

*Adopted by the RSU 24 Board of Directors
December 16, 2014*

Regional School Unit 24

STRATEGIC PLAN

2014-2019

Regional School Unit 24 has adopted the following Strategic Plan to shape the district's work over the next five years. The leaders of Regional School Unit 24 set out to develop a plan that would guide the district towards our mission to educate students to be engaged, competent, life-long learners by ensuring opportunities to attain excellence. At a time when our schools are undergoing significant change, this plan will assure that all departments and resources are aligned and working toward common goals.

The Regional School Unit 24 Strategic Plan will guide the future direction of the district. The process began when the RSU Board appointed a committee to design a process for gathering information and preparing the plan. In the summer of 2013 the district leadership met for several days to review our progress as a district and discuss present and future goals. Shortly after the RSU Board met with district leadership to share ideas and begin formulating a framework for the plan. The first undertaking was to conduct community and student forums to gather information, perceptions and suggestions regarding our schools.

In January 2014 community forums were held at each of our four elementary schools. More than two hundred citizens, parents and staff members shared their thoughts and concerns about our schools. In addition, a student forum engaged forty middle level and high school

students gathering the students' perspective on their education and ways we can improve the RSU 24 schools.

Following the forums, the Strategic Planning Committee reviewed and collated all information generated at the community forums. Comments and suggestions were grouped and collapsed to create the plan. The Board published a document summarizing the information gathered and distributed this in the schools and in our communities.

The administrative team once more reviewed this work and began to draft a plan. In workshop settings during the fall of 2014, Board members and administration met to carefully review and decide upon the components of our long-range plan. Short-term goals for the 2014-2015 school year were also delineated.

The plan that follows is intended to be dynamic and annual reviews will, undoubtedly, lead to refinement and revision. Nonetheless, this strategic plan provides a basis for annual goals, budget priorities and dedication of resources. It is a blueprint for continuous improvement and promises to deliver high quality education to each of our students.

Many thanks to the staff, students and community members who gave time to this planning process. This is a District Strategic Plan reflective of all stakeholders due in large part to their efforts.

Mission:

Educating students to be engaged, competent, life-long learners by ensuring opportunities to attain excellence.

Vision:

Our School Climate and Culture includes

- An environment that supports the physical and emotional health of all students and staff
- State-of-the-art facilities that are inviting and conducive to learning
- Support for students to meet academic and behavioral expectations that are clearly communicated and consistently enforced
- Caring and trusting relationships where differences are respected
- Visible recognition and celebration of success

Our High Expectations of Teaching and Learning are demonstrated by

- Common, rigorous and viable curriculum that meets the need of all students
- High quality teachers who inspire students, use data to inform instruction and continuously improve their craft
- Learning environments that challenge and promote high academic and behavioral standards for all
- An accountability system that is data driven and provides evaluative measures of teacher and student performance
- Providing multiple pathways to achieve mastery of standards and basic life skills

Our Collaboration with our Communities is demonstrated through

- All stakeholders - parents, students, staff, community and board - consistently work together and share resources to attain common goals
- Recognition that the RSU includes both the larger community and local schools with individual strengths, all of which benefit from each other
- Utilization of community resources RSU-wide including community agencies and students themselves
- An awareness that schools need the community as much as the community needs the schools
- Frequent, open, sustained communication with all stakeholders of the RSU

EDUCATIONAL PROGRAMS

Vision:

- RSU 24 maintains rigorous comprehensive programs that promote citizenship as well as college and career readiness
- Personalized, engaging and challenging instruction integrates best practices to ensure students meet standards

Indicators:

- Proficiency-based programming and assessments connect students to real world learning
- Professional ownership of and accountability to district core beliefs regarding teaching and learning
- Program and resource decisions are well-planned and responsive to student needs
- Individual learning plans (ILP) for all students with learner involvement in the process
- Expanded cultural offerings and opportunities ensure our students meet diploma requirements in all areas
- Students and educators are actively involved in continuous progress monitoring and reporting

STAFFING & PROFESSIONAL DEVELOPMENT

Vision

- All staff embraces the culture of being life-long learners and a common belief system to enrich their own growth and the growth of their students
- RSU 24 is committed to a competitive recruitment, hiring and staffing plan

Indicators:

- Progressive evaluation tool that gauges employee and educator effectiveness
- Standards-based Professional Development approach
- New methods for any time and anywhere training responsive to individual staff needs
- Retention of staff through mentoring and support
- Commitment versus compliance to district initiatives to maximize learning and realize our investment in instructional programs
- Competitive salaries and benefits packages for all
- Recruit, train and adequately compensate substitute workers
- Optimal teaching environment and optimal student learning supported by highly qualified and specialized teachers/staff across all grades

FOOD SERVICE

Vision:

- All students are provided appetizing nutritional meals in a state-of-the-art food preparation and dining facility

Indicators:

- Students will have a choice of a variety of nutritious foods, that they will want to eat
- Students will participate in planning, growing and harvesting foods
- Well trained food service staff who prepare more nutritious food from scratch
- Kitchens will use the latest technology to cook foods and retain nutritional value
- Utilize a 'farm to school' perspective whenever possible
- Operate an integrated food and educational summer program
- Partner with local agencies and the community to help sustain the school garden programs

FINANCE & FUNDING

Vision:

- RSU 24 funding and finance decisions are based on learner needs

Indicators:

- Advocacy at the state level for fair funding practices
- Both a zero-based budget for standard and customary items and a flexible "learner needs" budget
- Develop understanding of funding, finance expertise and transparency across stakeholders
- Continue to build a stable financial capacity (balances, reserves, escrows, assets)
- Plan replacement cycles for everything (computers, buses, renovations, curriculum, materials)
- Incorporate green practices with carbon offsets
- Investigate the feasibility of a grant writer/administrator

TRANSPORTATION

Vision:

- All students will be transported to and from school in a safe, timely, and efficient manner

Indicators:

- Equip all buses with operational surveillance devices
- Driver education programs regarding student needs and safety
- Introduce software to improve routing efficiency and ensure timely arrival of all students
- Have GPS operational on all buses
- Improve the communication system and central dispatch
- Teach all students appropriate bus behavior (PBIS) and implement uniform discipline protocols
- All buses will be owned by RSU 24 and all drivers will be RSU 24 employees
- Reduce Special Education transportation through the use of adult monitors
- Utilization of fuel efficient and 'green' buses
- Separate buses for different age levels

FACILITIES

Vision:

- RSU 24 operates state-of-art facilities that are worthy of our students and provide them with a safe and optimal learning environment

Indicators:

- Proactive plan for improvement and maintenance of all facilities
- Implement security structures and systems for building access and monitoring
- Plan for housing district-wide services
- Closer collaboration between facilities personnel and building administrators
- Equitable and sufficient maintenance staff in each school
- Access to sufficient space for technology, lab facilities, parking, etc.
- Research and explore optimal facilities structure for future student enrollment

COMMUNITY & PUBLIC RELATIONS

Vision:

- RSU 24 will maintain district-wide communication to provide opportunities for community awareness, understanding, involvement and support

Indicators:

- Increased attendance of community members at school functions
- User friendly communication for our public
- Increased access to media presence (Facebook likes, Website views, etc.)
- Increased volunteerism and partnership with community businesses and organizations

ACTION GOALS 2014-2015

EDUCATIONAL PROGRAMS

1. Develop and implement the Educator Effectiveness System district-wide
2. Develop a common protocol for Individual Learning Plans, K-12
3. Create district-wide performance indicators and promotion standards that align with graduation requirements
4. Utilize a proficiency-based monitoring and reporting system

STAFFING & PROFESSIONAL DEVELOPMENT

1. Full implementation and commitment to district approved programming and methods
2. Review and update substitute pay to attract an adequate pool of substitutes
3. Research effective practices to help retain current employees
4. Select and begin to utilize a new evaluation tool for teachers and principals
5. Identify training needs for individual staff members and formulate plans

TRANSPORTATION

1. Video surveillance operational on all buses
2. Implement GPS and routing software to improve efficiency
3. Conduct driver education regarding student needs and safety
4. Train students on appropriate bus behavior and implement uniform discipline protocols
5. Improve communication system and dispatch

FINANCE & FUNDING

1. Plan replacement cycles for computers, buses, renovation, curriculum, materials
2. Continue to build stable financial capacity
3. Hold an annual public forum regarding progress toward our strategic plan to coincide with the budget preparation process

FOOD SERVICE

1. Provide students the choice of a variety of foods they will want to eat
2. Provide opportunities for food service staff to share successful practices and increase skill in preparing fresh, healthy meals
3. Minimize debt for student meals
4. Involve students in the preparation and growing of food served at school

COMMUNITY & PUBLIC RELATIONS

1. Determine baseline data on web, Facebook usage and attendance at events
2. Pilot the use of QR codes to increase access to information
3. Review and revise all communication to eliminate educational jargon
4. Bring in community expertise to enrich classroom instruction
5. Identify needs for community engagement in our school

FACILITIES

1. Create a plan for improvement and maintenance of all facilities
2. Provide equitable and sufficient maintenance staff for each site
3. Build and occupy a district-wide services facility
4. Assess security needs in each facility, plan for improvements, and train staff in emergency procedures
5. Identify the facility needs for future enrollments and begin a conceptual plan

Special thanks to the following participants who shaped this plan and will be charged with its implementation:

RSU 24 School Board Members:

Michael Pinkham, Chair
James Buteau, Vice Chair
Jeffrey Alley
Deborah Bisson
Randy Bragg
Jennifer Des Jardin
Henri Gignoux
Roy Gott
Janet Wilpan

District Leadership Team:

Suzanne Lukas, Superintendent
David Bridgham, Business Manager
Nicole Chan, Curriculum Director
Sue Leighton, Special Education Director
Janet Jordan, Human Resources
Patti Riggs, Accounting
Matt Paulauskas, Technology Director
Abe Knowlton, Technology Integration
Kim Bianco, Federal Grants Coordinator
Julie Sattler, 21st Century Grant Coordinator

Linda Mailhot, Food Service Director
Bion Holbrook, Transportation Director
Marianne DeRaps, High School Principal
Shannon Sawyer, Assistant Principal
Christopher Beals, Elementary Principal
Jill Cohen, Elementary Principal
Michael Eastman, Elementary Principal
Brenda Jordan, Elementary Principal
Ander Theboud, Adult Education Director

Evidence submitted by RSU #24 relative to:

1. Evidence of graduation/reporting standards and performance indicators that represent the comprehensive collection of the core ideas at the high school level in the eight content areas and alignment of learning experiences and assessments to these standards

SUMNER MEMORIAL HIGH SCHOOL

PROFICIENCY BASED EDUCATION
REQUIREMENTS



English Language Arts Graduation Standards & Performance Indicators

READING COMPREHENSION

Read and comprehend appropriately complex literary and informational texts independently and proficiently.
(CCSS.ELA.CCRA.R.10)

Grade 9-10 Performance Indicators:

- A. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS.ELA.RL.9-10.2)
- B. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS.ELA.RL.9-10.4)

Grade 11-12 Performance Indicators:

- A. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (CCSS.ELA.RI.11-12.3)
- B. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors). (CCSS.ELA.RL.11-12.4)

READING INTERPRETATION

Interpret, analyze, and evaluate appropriately complex literary and informational texts. (CCSS.ELA.CCRA.R.7, 10)

Grade 9-10 Performance Indicators:

- A. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA.RL.9-10.1)

Grade 11-12 Performance Indicators:

- A. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.ELA.RL.11-12.1)

WRITING ARGUMENTS

Write clear and coherent arguments for a range of tasks, purposes, and audiences. (CCSS.ELA.CCRA.W.1, 4, 10)

Grade 9-10 Performance Indicators:

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS.ELA.W.9-10.1.A)
- B. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS.ELA.W.9-10.1.B)
- C. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA.W.9-10.1.E)

Grade 11-12 Performance Indicators:

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS.ELA.W.11-12.1.A)
- B. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS.ELA.W.11-12.1.B)
- C. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA.W.11-12.1.E)

WRITING INFORMATIVE TEXTS

Conduct short and sustained research projects based on essential questions, demonstrating understanding of the subject under investigation, and produce clear and coherent informative writing for a range of tasks, purposes, and audiences. (CCSS.ELA.CCRA.W.2, 4, 7, 10)

Grade 9-10 Performance Indicators:

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (CCSS.ELA.W.9-10.2.A)
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.ELA.W.9-10.2.B)
- C. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS.ELA.W.9-10.2.F)

Grade 11-12 Performance Indicators:

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (CCSS.ELA.W.11-12.2.A)
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.ELA.W.11-12.2.B)
- C. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS.ELA.W.11-12.2.F)

WRITING NARRATIVE TEXTS

Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences. (CCSS.ELA.CCRA.W.3, 4, 10)

Grade 9-10 Performance Indicators:

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS.ELA.W.9-10.3.A)

Grade 11-12 Performance Indicators:

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS.ELA.W.11-12.3.A)

- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS.ELA.W.9-10.3.B)
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS.ELA.W.9-10.3.C)
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS.ELA.W.9-10.3.D)
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS.ELA.W.9-10.3.E)

- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS.ELA.W.11-12.3.B)
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (CCSS.ELA.W.11-12.3.C)
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS.ELA.W.11-12.3.D)

WRITING PROCESS

Develop and strengthen writing. (CCSS.ELA.CCRA.W.5)

Grade 9-10 Performance Indicators:

- A. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA.W.9-10.5)
- B. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.9-10.1)
- C. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA.W.9-10.1.D)
- D. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS.ELA.W.9-10.2.C)

Grade 11-12 Performance Indicators:

- A. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA.W.11-12.5)
*Note: Editing for conventions should demonstrate command of CCSS.ELA.L.9-10.1, 2 & 3, & CCSS.ELA.L.11-12.1, 2 & 3.
- B. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA.L.11-12.1)
- C. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA.W.11-12.1.D)
- D. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS.ELA.W.11-12.1.C)

SPEAKING AND LISTENING DISCUSSION

Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively. (CCSS.ELA.CCRA.SL.1)

Grade 9-10 Performance Indicators:

- A. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS.ELA.SL.9-10.3)

Grade 11-12 Performance Indicators:

- A. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS.ELA.SL.11-12.1.D)

SPEAKING AND LISTENING PRESENTATION

Present information, findings, and supporting evidence, conveying a clear and distinct perspective.

(CCSS.ELA.CCRA.SL.4)

Grade 9-10 Performance Indicators:

- A. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
(CCSS.ELA.SL.9-10.4)
- B. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
(CCSS.ELA.SL.9-10.6)

Grade 11-12 Performance Indicators:

- A. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
(CCSS.ELA.SL.11-12.4)
 - B. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
(CCSS.ELA.SL.11-12.6)
- *Note: See CCSS.ELA.L.11-12.1 & 3 for specific expectations.

Mathematics

Graduation Standards and Performance Indicators

PROBLEM SOLVING

Make sense of problems and their solutions. (CCSS.M.MP.1)

9-12 Performance Indicators:

- A. Analyze givens, constraints, relationships and goals and plan a solution pathway. (CCSS.M.MP.1)
- B. Make conjectures about the form and meaning of the solution. (CCSS.M.MP.1)
- C. Check answers for reasonableness to problems by using a different method. (CCSS.M.MP.1)

MODELING WITH MATHEMATICS

Use mathematical models to reason abstractly and quantitatively. (CCSS.M.MP.2, 4)

9-12 Performance Indicators:

- A. Represent a situation using diagrams, equations, and/or expressions (de-contextualize). (CCSS.M.MP.2)
- B. Interpret solutions in terms of the original situation (contextualize). (CCSS.M.MP.2)
- C. Keep track of assumptions and revise them as necessary. (CCSS.M.MP.4)
- D. Test models to see if they make sense and recognize the limits of their model. (CCSS.M.MP.4)
- E. Make effective use of diagrams, tables, graphs, or charts. (CCSS.M.MP.4)
 - Use graphs/charts to display data
 - Interpret information which is presented graphically

CRITICAL REASONING

Construct viable arguments and critique the reasoning of others. (CCSS.M.MP.3)

9-12 Performance Indicators:

- A. Assemble individual facts and assumptions to create a logical argument. (CCSS.M.MP.3)
- B. Make and test conjectures. (CCSS.M.MP.3)
- C. Justify conclusions to others, and constructively consider the reasoning of others. (CCSS.M.MP.3)
 - Making inferences and justifying conclusions
- D. Identify correspondences between different approaches. (CCSS.M.MP.3)

USE OF TOOLS

Use appropriate tools strategically. (CCSS.M.MP.5)

9-12 Performance Indicators:

- A. Choose a tool wisely. (CCSS.M.MP.5)
- B. Use tools wisely. (CCSS.M.MP.5)

PRECISION

Attend to precision in communications and calculations. (CCSS.M.MP.6)

9-12 Performance Indicators:

- A. Attend to precision in communication. (CCSS.M.MP.6)
- B. Attend to precision in calculation. (CCSS.M.MP.6)

STRUCTURE AND REPEATED REASONING

Look for overarching patterns within calculations. (CCSS.M.MP.7, 8)

9-12 Performance Indicators:

- A. Discern a pattern or structure in two related equations. (CCSS.M.MP.7, CCSS.M.MC.HSA.SSE.A)
- B. Break an expression down into separate components. (CCSS.M.MP.7, CCSS.M.MC.HSA.SSE.A)
- C. Understand how individual terms and factors in an expression contribute to the whole. (CCSS.M.MP.7)
- D. Use inductive reasoning to solve problems more efficiently. (CCSS.M.MP.8)
 - Notice common solution strategies among similar problems

CONTENT KNOWLEDGE

Learn mathematical concepts and apply them to theoretical and practical scenarios. (CCSS.M.C)

Performance Indicators:

THE REAL AND COMPLEX NUMBER SYSTEMS:

- A. Perform arithmetic operations with complex numbers. (CCSS.M.C.HSN.CN.A)
- B. Extend the properties of exponents to rational exponents. (CCSS.M.C.HSN.RN.A)
- C. Use properties of rational and irrational numbers. (CCSS.M.C.HSN.RN.B)

VECTOR AND MATRIX QUANTITIES:

- A. Solve systems of equations. (CCSS.M.C.HSA.REI.C)
- B. Represent and model with vector quantities. (CCSS.M.C.HSN.VM.A)
- C. Perform operations on vectors. (CCSS.M.C.HSN.VM.B)
- D. Perform operations on matrices and use matrices in applications. (CCSS.M.C.HSN.VM.C)

ARITHMETIC WITH POLYNOMIALS:

- A. Perform arithmetic operations on polynomials. (CCSS.M.C.HSA.APR.A)
- B. Write expressions in equivalent forms to solve problems. (CCSS.M.C.HSA.SSE.B)
- C. Solve systems of equations. (CCSS.M.C.HSA.REI.C)

CREATING EQUATIONS:

- A. Create equations that describe numbers or relationships. (CCSS.M.C.HSA.CED.A)

REASONING WITH EQUATIONS AND INEQUALITIES:

- A. Understand solving equations as a process of reasoning and explain the reasoning. (CCSS.M.C.HSA.REI.A)
- B. Solve equations and inequalities in one variable. (CCSS.M.C.HSA.REI.B)
- C. Solve systems of equations. (CCSS.M.C.HSA.REI.C)
- D. Represent and solve equations and inequalities graphically. (CCSS.M.C.REI.D)
- E. Construct and compare linear, quadratic, and exponential models and solve problems. (CCSS.M.C.HSF.LE.A)

FUNCTIONS:

- A. Solve equations and inequalities in one variable. (CCSS.M.C.HSA.REI.B)
- B. Represent and solve equations and inequalities graphically. (CCSS.M.C.REI.D)
- C. Understand the concept of a function and use function notation. (CCSS.M.C.HSF.IF.A)
- D. Interpret functions that arise in applications in terms of the context. (CCSS.M.C.HSF.IF.B)
- E. Analyze functions using different representations. (CCSS.M.C.HSF.IF.C)
- F. Build a function that models a relationship between two quantities. (CCSS.M.C.HSF.BF.A)
- G. Build new functions from existing functions. (CCSS.M.C.HSF.BF.B)

LINEAR, QUADRATIC, AND EXPONENTIAL MODELS

- A. Solve equations and inequalities in one variable. (CCSS.M.C.HSA.REI.B)
- B. Solve systems of equations. (CCSS.M.C.HSA.REI.C)
- C. Represent and solve equations and inequalities graphically. (CCSS.M.C.REI.D)
- D. Construct and compare linear, quadratic, and exponential models and solve problems. (CCSS.M.C.HSF.LE.A)
- E. Interpret expressions for functions in terms of the situation they model. (CCSS.M.C.HSF.LE.B)

CONGRUENCE AND SIMILARITY

- A. Experiment with transformations in the plane. (CCSS.M.C.HSG.CO.A)
- B. Understand congruence in terms of rigid motions. (CCSS.M.C.HSG.CO.B)
- C. Prove geometric theorems. (CCSS.M.C.HSG.CO.C)
- D. Understand similarity in terms of similarity transformations. (CCSS.M.C.HSG.SRT.A)
- E. Prove theorems involving similarity. (CCSS.M.C.HSG.SRT.B)

RIGHT TRIANGLES AND TRIGONOMETRY:

- A. Solve equations and inequalities in one variable. (CCSS.M.C.HSA.REI.B)
- B. Prove geometric theorems. (CCSS.M.C.HSG.CO.C)
- C. Define trigonometric ratios and solve problems involving right triangles. (CCSS.M.C.HSG.SRT.C)
- D. Apply trigonometry to general triangles. (CCSS.M.C.HSG.SRT.D)
- E. Extend the domain of trigonometric functions using the unit circle. (CCSS.M.C.HSF.TF.A)

PROPERTIES OF CIRCLES:

- A. Understand and apply theorems about circles. (CCSS.M.C.HSG.C.A)
- B. Find arc lengths and areas of sectors of circles. (CCSS.M.C.HSG.C.B)
- C. Prove geometric theorems. (CCSS.M.C.HSG.CO.C)

EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS:

- A. Solve equations and inequalities in one variable. (CCSS.M.C.HSA.REI.B)
- B. Extend the domain of trigonometric functions using the unit circle. (CCSS.M.C.HSF.TF.A)
- A. Experiment with transformations in the plane. (CCSS.M.C.HSG.CO.A)
- B. Find arc lengths and areas of sectors of circles. (CCSS.M.C.HSG.C.B)

GEOMETRIC MEASUREMENT AND DIMENSION:

- A. Solve equations and inequalities in one variable. (CCSS.M.C.HSA.REI.B)
- B. Extend the domain of trigonometric functions using the unit circle. (CCSS.M.C.HSF.TF.A)
- C. Apply geometric concepts in modeling situations. (CCSS.M.C.HSG.MG.A)

INTERPRETING DATA:

- A. Summarize, represent, and interpret data on a single count or measurement variable. (CCSS.M.C.HSS.ID.A)
- B. Summarize, represent, and interpret data on two categorical and quantitative variables. (CCSS.M.C.HSS.ID.B)

RULES OF PROBABILITY:

- A. Understand independence and conditional probability and use them to interpret data. (CCSS.M.C.HSS.CP.A)
- B. Use the rules of probability to compute probabilities of compound events. (CCSS.M.C.HSS.CP.B)

USING PROBABILITY TO MAKE DECISIONS:

- A. Calculate expected values and use them to solve problems. (CCSS.M.C.HSS.MD.A)
- B. Use probability to evaluate outcomes of decisions. (CCSS.M.C.HSS.MD.B)

Science & Technology

Graduation Standards and Performance Indicators

WRITING

Produce discipline-specific writing that is clear and coherent. (CCSS.ELA.WHST.1, 9)

9-10 Performance Indicators:

- A. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing. (CCSS.ELA.WHST.9-10.1.D)
- B. Provide a concluding statement or section that follows from or supports an argument presented. (CCSS.ELA.WHST.9-10.1.E)
- C. Draw evidence from informational texts to support analysis, reflection, and research. (CCSS.ELA.WHST.9-10.9)

11-12 Performance Indicators:

- A. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing. (CCSS.ELA.WHST.11-12.1.D)
- B. Provide a concluding statement or section that follows from or supports an argument presented. (CCSS.ELA.WHST.11-12.1.E)
- C. Draw evidence from informational texts to support analysis, reflection, and research. (CCSS.ELA.WHST.11-12.9)

READING

Read and comprehend science and technological texts. (CCSS.ELA.RST.1, 8)

9-10 Performance Indicators:

- A. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (CCSS.ELA.WHST.9-10.1)
- B. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. (CCSS.ELA.WHST.9-10.8)

11-12 Performance Indicators:

- A. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (CCSS.ELA.WHST.11-12.1)
- B. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (CCSS.ELA.WHST.11-12.8)

INQUIRY

Ask questions and define problems. (NGSS.S&EP1)

9-12 Performance Indicators:

- A. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. (NGSS.HS-ESS2-4)
- B. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth. (NGSS.HS-ESS2-7)
- C. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. (NGSS.HS-PS2-1)

MODELING

Develop and use models. (NGSS.S&EP2)

9-12 Performance Indicators:

- A. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. (NGSS.HS-ESS2-2)

- B. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. (NGSS.HS-PS1-7)
- C. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. (NGSS.HS-LS1-1)
- D. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. (NGSS.HS-LS2-3)
- E. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. (NGSS.HS-LS2-4)
- F. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. (NGSS.HS-PS2-3)

EXPERIMENTAL DESIGN

Plan and carry out investigations. (NGSS.S&EP3)

9-12 Performance Indicators:

- A. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history. (NGSS.HS-ESS1-6)
- B. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (NGSS.HS-PS1-2)
- C. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. (NGSS.HS-LS1-5)
- D. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. (NGSS.HS-LS1-7)
- E. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. (NGSS.HS-PS2-4)

DATA

Analyze and interpret data. (NGSS.S&EP4)

9-12 Performance Indicators:

- A. Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. (NGSS.HS-ESS1-2)
- B. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. (NGSS.HS-PS1-5)
- C. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. (NGSS.HS-LS2-2)
- D. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. (NGSS.HS-LS2-8)
- E. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force in the system. (NGSS.HS-PS2-2)

COMPUTATION

Use mathematics and computational thinking. (NGSS.S&EP5)

9-12 Performance Indicators:

- A. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection. (NGSS.HSESS2-3)

- B. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. (NGSS.HS-LS3-3)
- C. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. (NGSS.HS-PS3-1)

SCIENTIFIC SOLUTIONS

Construct explanations and design solutions. (NGSS.S&EP6)

9-12 Performance Indicators:

- A. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. (NGSS.HS-ESS3-1)
- B. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. (NGSS.HS-ESS2.5)
- C. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. (NGSS.HS-LS1-4)
- D. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. (NGSS.HS-PS3-5)

SCIENTIFIC COMMUNICATION

Engage in argument from evidence. (NGSS.S&EP7)

9-12 Performance Indicators:

- A. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. (NGSS.HS-ESS3-4)
- B. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems. (NGSS.HS-ESS3-5)
- C. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. (NGSS.HS-PS1-3)
- D. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. (NGSS.HS-LS4-2)

SCIENTIFIC RESEARCH

Obtain, evaluate, and communicate information. (NGSS.S&EP8)

9-12 Performance Indicators:

- A. Communicate scientific ideas about the way stars, over their life cycle, produce elements. (NGSS.HS-ESS1-3)
- B. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. (NGSS.HS-PS1-1)
- C. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. (NGSS.HS-LS3-2)
- D. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. (NGSS.HS-PS4-1)
- E. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. (NGSS.HS-PS4-3)

Social Studies

Graduation Standards and Performance Indicators

WRITING

Produce discipline-specific writing that is clear and coherent. (CCSS.ELA.WHST.1, 9)

9-10 Performance Indicators:

- A. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA.WHST.9-10.4)
- B. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA.WHST.9-10.5)
- C. Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS.ELA.WHST.9-10.6)

11-12 Performance Indicators:

- A. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA.WHST.11-12.4)
- B. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA.WHST.11-12.5)
- C. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS.ELA.WHST.11-12.6)

READING

Read and comprehend history/social studies texts. (CCSS.ELA.RH.2, 3, 4)

9-10 Performance Indicators:

- A. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (CCSS.ELA.WHST.RH.9-10.2)
- B. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (CCSS.ELA.RH.9-10.3)
- C. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. (CCSS.ELA.RH.9-10.4)

11-12 Performance Indicators:

- A. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (CCSS.ELA.RH.11-12.2)
- B. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. (CCSS.ELA.RH.11-12.3)
- C. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS.ELA.RH.11-12.4)

POWER, AUTHORITY, AND GOVERNMENT

Examine concepts from civics and government to understand political systems. (MLR.SS.B)

9-12 Performance Indicators:

- A. Understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world. (MLR.SS.B1)

- B. Compare the American political system with examples of political systems from other parts of the world. (MLR.SS.B1.e)
- C. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience. (MLR.SS.B2.e)
- D. Understand economic aspects of unity and diversity in Maine, the United State, and the world, including Maine Native American communities. (MLR.SS.C2)

HISTORY

Develop historical perspective and understand issues of time, continuity, and change. (MLR.SS.E, NCSS.II)

9-12 Performance Indicators:

- A. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. (MLR.SS.9-12.E1.b)
- B. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources. (MLR.SS.9-12.E1.c)
- C. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations. (MLR.SS.9-12.E1.d)
- D. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world. (MLR.SS.9-12.E2.b)
- E. Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past. (NCSS.II)

PEOPLE, PLACES, AND ENVIRONMENTS

Understand issues involving people, places, and environments. (NCSS.III, IX)

9-12 Performance Indicators:

GEOGRAPHY:

- A. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools. (MLR.SS.9-12.D1.b)
- B. Evaluate the impact of change, including technological change, on the physical and cultural environment. (MLR.SS.9-12.D1.d)
- C. Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions. (NCSS.III.h)

PSYCHOLOGY (I/II):

- A. Describe personal changes over time, such as those related to physical development and personal interests. (NCSS.IV.a)
- B. Show how learning and physical development affect behavior. (NCSS.IV.d)
- C. Explore factors that contribute to one's personal identity such as interests, capabilities and perceptions. (NCSS.IV.f)
- D. Analyze a particular event to identify reasons individuals might respond to it in different ways. (NCSS.IV.g)
- E. Identify examples of institutions and describe the interactions of people with institutions. (NCSS.V.c)

SOCIOLOGY:

- A. Analyze a particular event to identify reasons individuals might respond to it in different ways. (NCSS.IV.g)
- B. Give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture. (NCSS.V.b)
- C. Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts, (NCSS.V.d)

Health Education and Physical Education

Graduation Standards and Performance Indicators

MOTOR SKILLS

Demonstrates competency in a variety of motor skills and movement patterns. (NASPE.1)

9-12 Performance Indicators:

- A. Demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity. (MLR.HEPE.9-12.G2)
- B. Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities). (NASPE.S1.H1.L1)

MOVEMENT AND PERFORMANCE

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. (NASPE.2)

9-12 Performance Indicators:

- A. Predict how etiquette/rules improve games/activities. (MLR.HEPE.9-12.I3)
- B. Applies the terminology associated with exercise and participation in selected individual-performance activities, target games, and/or outdoor pursuits appropriately. (NASPE.S2.H1.L1)
- C. Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (NASPE.S2.H2.L1)

PHYSICAL ACTIVITY AND FITNESS

Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (NASPE.3, MLR.HEPE.H)

9-12 Performance Indicators:

- A. Participate in a health-related fitness assessment to establish personal fitness goals and reassess fitness over time. (MLR.HEPE.9-12.H1)
- B. Design and critique a personal fitness plan, from established goals, that applies the five health-related fitness components and the principles of training (specificity, overload, and progression). (MLR.SS.9-12.H2)
- C. Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (NASPE.S1.H3.L1)

PERSONAL AND SOCIAL BEHAVIORS

Exhibits responsible personal and social behavior that respects self and others. (NASPE.4)

9-12 Performance Indicators:

- A. Demonstrate responsible and ethical personal behavior while participating in physical activities. (MLR.HEPE.9-12.I2)
- B. Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity (NASPE.S4.H2.L1)
- C. Uses communication skills and strategies that promote team/group dynamics. (NASPE.S4.H3.L1)
- D. Applies best practices for participating safely in physical activity and exercise (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules). (NASPE.S4.H5.L1)

HEALTH CONCEPTS

Comprehend concepts related to health promotion and disease prevention to enhance health and demonstrate the ability to access valid health information. (MLR.HEPE.A)

9-12 Performance Indicators:

- A. Predict how healthy behaviors can affect health status. (NHES.1.1, MLR.HEPE.A1)
- B. Explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent or treat them. (MLR.HEPE.A3)
- C. Describe the characteristics of human growth and development through the various stages of life. (MLR.HEPE.A5)
- D. Analyze complex health concepts related to family life; nutrition; personal health; and tobacco, alcohol and other drug use prevention. (MLR.HEPE.A6)
- E. Evaluate the validity and accessibility of health information, products and services. (MLR.HEPE.B1)

HEALTH PROMOTION/RISK REDUCTION

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (MLR.HEPE.C)

9-12 Performance Indicators:

- A. Demonstrate healthy practices/behaviors to maintain or improve the health of self and others in: healthy eating; alcohol and other drug use prevention; and STD, HIV, and unintended pregnancy prevention. (MLR.HEPE.C1)
- B. Analyze the effects of stress on health and how it effects self and others. (MLR.HEPE.C3)

INFLUENCES ON HEALTH

Analyze the ability of external factors to enhance health. (MLR.HEPE.D)

9-12 Performance Indicators:

- A. Analyze how family peers, culture and media influence healthy and unhealthy behaviors. (NHES.2.3, 2.5; MLR.HEPE.D1)
- B. Evaluate the impact of technology on personal, family and community health. (MLR.HEPE.D2)
- C. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors such as drug and alcohol use. (MLR.HEPE.D3)

ADVOCACY, DECISION-MAKING AND GOAL-SETTING SKILLS

Demonstrate the ability to use interpersonal communication and advocacy skills, to make decisions and set goals to enhance personal, family and community health. (MLR.HEPE.E.F)

9-12 Performance Indicators:

- A. Utilize effective communication skills in: refusal, negotiation, and collaboration to avoid and reduce health risks. (MLR.HEPE.E1)
- B. Utilize effective strategies for prevention, management and resolution of interpersonal conflicts without harm to self or others. (MLR.HEPE.E1)
- C. Demonstrate the ability to influence and support others in making positive health choices. (NHES.8.2)
- D. Work cooperatively as an advocate for improving personal, family, and community health. (NHES.8.3)
- E. Develop a personal plan to attain a health goal that addresses strengths, needs, and risks. (NHES.6.2)

DRAFT, NEEDS FORMATTING

Graduation Standard for VPA:

Content Literacy:

1. Understanding concepts, skills, terminology, and processes in music or art (MLR.VPA.A)

Sing, play on instruments, alone and with others, a varied repertoire of music (NAME.PS.1)

- Pitch, Rhythm, Tempo, Style/Expression, Tone Quality/Intonation/Breath Support, Enunciation, Maintain Part, Respond to Cues, Blend/Balance

Compose or arrange music within specified guidelines (NAME.PS.4)

- When Composing Students use: Style, Accuracy, Variety, Imagination
- When Arranging Students use: Alteration of the original pieces melodic, rhythmic, and harmonic features. Alterations of the piece are creative and effective.

Demonstrate the ability to read an instrumental or vocal score by describing how the elements of music are used. (NAME.PS.5)

- Student can Identify: Large Form, Meter, Rhythms, Pitches, Chords, Key Signatures, Clefs, and Accidentals.

Participate in a choral or instrumental ensemble or class sight read accurately. (NAME.PS.5.b)

- Sight Read using the correct: Pitch, Rhythm, Steady Beat, Dynamics and Phrasing

Demonstrate extensive knowledge of the technical vocabulary of music. (NAME.PS.6.b)

- Terms, symbols, demonstration of up to 150 vocabulary words.

Artistic Expression:

2. Create, communicate, express using a musical performance or an artwork. (MLR.VPA.B)

Sing, play on instruments, alone and with others, a varied repertoire of music (NAME.PS.1)

- Pitch, Rhythm, Tempo, Style/Expression, Tone Quality/Intonation/Breath Support, Enunciation, Maintain Part, Respond to Cues, Blend/Balance, Attack and Release.

Improvise melodies, variations, and accompaniments (NAME.PS.2)

- Student is able to improvise a melody over a given accompaniment.
- Student is able to use ornamentation to change a given melody

Compose and arrange music within specified guidelines (NAME.PS.4)

- When Composing Students use: Style, Accuracy, Variety, Imagination
- When Arranging Students use: Alteration of the original pieces melodic, rhythmic, and harmonic features. Alterations of the piece are creative and effective.

Creative Problem-Solving:

3. Plan, collaborate, design, and create in order to solve problems. (MLR.VPA.C, E)

Students approach artistic problem solving using multiple solutions and the creative process. (MLR.VPA.C)

- Students apply and analyze creative problem solving and creative thinking skills to improve or vary their own work and/or the work of others.

Constructing Meaning:

4. Analyze, evaluate and describe music/performances/artwork. (MLR.VPA.D)

Listen to, analyze, and describe music (NAME.PS.6)

- Observation, Description, Music Terminology

Evaluate music and music performances (NAME.PS.7)

- Students should be able to evaluate: Technical Qualities, Musical/Expressive Qualities, Overall Effect.

Connections:

5. Demonstrate an understanding of the inter-relationships among the Visual/Performing arts across disciplines, and culture, history and society. (MLR.VPA.E; NCCAS.Connecting)

Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures (NAME.PS.8.b)

- Accuracy, knowledge, Cite examples from various cultures

Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (NAME.PS.8.c)

- Understanding of relationships, Technical Vocabulary of Music

Classify by genre and by historical period unfamiliar but representative aural examples of music (NAME.PS.9.a)

- Identify, Justify, Ability to Perceive

Identify and describe music genres or styles that show the influence of two or more cultural traditions (NAME.PS.9.e)

- Accuracy, Relevance, Origin, Events

DRAFT, NEEDS FORMATTING

Learning Standards for the Fine Arts at Sumner Memorial High School

1. Content Literacy

Understanding concepts, skills, terminology, and processes in art or music (MLR.VPA.A).

Performance Indicators

Students:

- **evaluate all the features of composition (a)**
 - i. **elements of art: texture, color, line, shape, form, value, and space**
 - ii. **principles of design: balance, pattern, emphasis, rhythm, unity, movement, and variety**
- **compare the effects of media and their associated tools, techniques, and processes on the formal and expressive qualities in art forms and genres (b)**

2. Artistic Expression

Create, communicate, express using an artwork or a musical performance (MLR.VPA.B).

Performance Indicators

Students:

- **create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints (a)**
- **create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images (b)**
- **demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition (c)**
- **reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly (d)**

3. Creative Problem-Solving

Plan, collaborate, design, and create in order to solve problems (MLR.VPA.C, E).

Performance Indicators

Students:

- **demonstrate an increasing level of competence in problem solving through the creative process (a)**
- **generate a variety of solutions, build a case for a best response, and critically evaluate the effectiveness of the response (b)**
- **see opportunities, find resources, and seek results (c)**

4. Constructing Meaning

Analyze, evaluate and describe artwork/performances/music (MLR.VPA.D).

Performance Indicators

Students:

- **use the language of art criticism by reading and discussing critical reviews and by writing their own critical responses to works of art (either their own, their peers, or renowned artists) (a)**
- **create personally meaningful art (b)**
- **demonstrate an understanding of the difference between a personal opinion and an informed judgment (c)**
- **analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art (d)**
- **develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life (e)**
- **analyze**

5. Connections

Demonstrate an understanding of the inter-relationships among the visual/

performing arts across disciplines, culture, history and society (MLR.VPA.E; NCCAS.Connecting).

Performance Indicators

Students:

- **analyze works of art and varied interpretations of works of art from and about diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey (a)**
- **research and explain how art and artists reflect and influence culture and periods of time (b)**
- **examine works of art and artifacts from United States cultures and place them within a cultural and historical context (b)**
- **create art works that reflect a variety of cultural influences (c)**
- **analyze and evaluate how their knowledge of the arts relates to school, to work, and to life paths, insofar as the arts are a means of renewal and recreation (d)**
- **demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts (e)**
 - I. getting along with others**
 - II. respecting differences**
 - III. working as a team**
 - IV. managing conflict**
 - V. accepting responsibility for personal behavior**
 - VI. follow established rules/etiquette for observing/listening to art**
 - VII. demonstrate safe behavior**

SUMNER MEMORIAL HIGH SCHOOL

PROFICIENCY BASED EDUCATION
REQUIREMENTS



World Languages Graduation Standards

COMMUNICATION

Communicate in the target language. (MLR.WL.A)

CULTURES

Demonstrate knowledge and understanding of the culture(s) in which the target language is spoken. (MLR.WL.B)

CONNECTIONS

Expand knowledge and acquire information by connecting the study of a world language with other content areas. (MLR.WL.C)

COMPARISONS

Develop insight into the nature of language and culture. (ACTFL.4.1, 4.2)

COMMUNITIES

Encounter and use the target language both in and beyond the classroom for life-long learning and for communication with foreigner neighbors. (MLR.WL.D)

GRAD STANDARDS
SECURE —

PERFORMANCE INDICATORS
IN DEVELOPMENT, NEEDS
WORK. PRELIM DRAFT
IDEAS TO FOLLOW THIS PAGE.

P.I. Assessments...Examples
V. Dornan and Ines Weaver 11/25/14

World Languages Communication Assessments

Proficiency Indicator 1.1

Have an introductory conversation with the teacher

Have an introductory conversation with a student

Have an introductory conversation with a puppet

Have a conversation with the teacher, providing and obtaining information

Have a conversation with a student, providing and obtaining information

Have a conversation with a puppet, providing and obtaining information

Have a conversation with the teacher, expressing feelings and emotions

Have a conversation with a student, expressing feelings and emotions

Have a conversation with a puppet, expressing feelings and emotions

Have a conversation with the teacher, exchanging opinions

Have a conversation with a student, exchanging opinions

Have a conversation with a puppet, exchanging opinions

all the above comprehensible to speakers accustomed to listening to non-native speakers practiced and rehearsed, or unrehearsed but familiar

Proficiency Indicator 1.2

Listen to an authentic/presentation recording, as many times as required, for meaning. Answer questions in English.

Read a paragraph, story or text for meaning and answer questions in English.

Proficiency Indicator 1.3

Create a presentation (video, slide show, poster) for an audience.

World Languages Cultures Assessments

Proficiency Indicator 2.1

Create and give a presentation relating the practices to the perspectives of the culture.

Create and give a presentation relating the products to the perspectives of the culture.



World Languages Connections Assessments

Proficiency Indicator 3.1

Teach an audience about the music, geography, art, history, or other aspect of the culture.

Proficiency Indicator 3.2 (?) (levels 3 & 4?) Not required for graduation?



World Languages Comparisons Assessments

Proficiency Indicator 4.1

Explain cognates, idiomatic phrases and grammar in both languages.

Proficiency Indicator 4.1

Convey the concept of culture by comparing two countries, with Venn diagrams, recorded discussion, posters correspondence.

=====

World Languages Communities Assessments

Proficiency Indicator 5.1

Proficiency Indicator 5.2

CAREER AND EDUCATION DEVELOPMENT

Graduation Standards and Performance Indicators

SELF-KNOWLEDGE AND INTERPERSONAL RELATIONSHIPS

Assess and demonstrate a thorough understanding of the knowledge, attitudes, behaviors and skills needed to be successful in school, careers, civic life, and relationships with others.

Performance Indicators:

- A. Students are able to assess personal skills, abilities, aptitudes and dispositions and analyze how they positively and negatively aid them in reaching academic, career and life goals. (MLR A1)
- B. Students identify and evaluate strategies to improve behaviors, beliefs, and attitudes necessary for success in school, careers and civic life. (MLR A2)
- C. Students demonstrate how positive and negative attitudes affect one's ability to work with others and evaluate successful strategies to improve interpersonal skills. (MLR A3)

EDUCATION, CAREER AND LIFE ROLES

Demonstrate an understanding of the relationship between the changing nature of work in a 21st century global economy and educational requirements; how learning new skills and educational achievement lead to increased career options and lifelong learning.

Performance Indicators:

- A. Students understand the integration and application of academic knowledge and skills and lifelong learning to career success in a 21st century global economy. (MLR B1)
- B. Students evaluate strategies to improve skills that lead to lifelong learning and personal success in school, work, careers and community. (MLR B2)
- C. Students use a variety of informational resources including self-assessment, academic achievement and career interests to develop a personalized plan for education, training, and career choices. (MLR B3)

MAKING DECISIONS, UTILIZING A PLANNING PROCESS, CREATING OPPORTUNITIES AND MAKING MEANINGFUL CONTRIBUTIONS

Demonstrate effective decision-making and planning skills in their pursuit of success in education, work and citizenship roles.

Performance Indicators:

- A. Students use the planning process to evaluate the effectiveness of secondary and post-secondary goals. (MLR C1, C2)
- B. Students identify multiple resources that influence their career and education decision-making. (MLR C3)
- C. Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success. (MLR C4)

Evidence submitted by RSU #24 relative to:

2. Evidence of criteria and the methodology for determining proficiency of the standards of the Guiding Principles (Effective Communicator, Creative and Practical Problem-Solver, Responsible and Involved Citizen, Integrated and Informed Thinker)

Self-Directed and Life Long Learner

Students will:

- have ability to gather information through life in order to make good decisions
- recognize, apply, demonstrate
- take responsibility and ownership for one's learning
- display curiosity – seek chances to explore ideas
- have the time and opportunity to explore
- focus on an idea, then allow students to build projects around the focus
- know the importance of setting goals
- be reflective
- participate in next step planning – career, college, financial
- conference with teachers to assist in review and reflection
- work independently
- follow through with tasks
- ask for and accept help
- ask to extend content and follow interests

Examples:

- flexible scheduling and time periods
- opportunities to experience what's "out there"
- self-design projects and independent studies
- interdisciplinary to demonstrate standards
- "dream house design" project – art class
- standards based science class
- standard progress meetings
- standard design projects
- grade 6 – tie-in future career options to the Maine economy: students access D.O.L. website. Statistics found will help them connect their aspirations to future realities
- provide support to redo or fix assignments

Responsible and Involved Citizen

Students will:

- be engaged in projects and social awareness discussions
- will work cooperatively in discussions of social issues and global injustices
- use this guiding principle in all their classrooms
- demonstrate awareness of personal and community health and wellness
- support health causes such as cancer research
- accept responsibility for personal decisions and actions
- know how to work as a team and have good social cognition
- have awareness of community both local and global
- be empathetic
- show respect and open-minded student interactions
- understand the interdependence within and across systems and bring to each situation the appropriate actions
- demonstrate appropriate behavior in classroom and community

Examples:

- mock trial
- students working in teams to build legal cases
- problem/project based learning
- assessment of process
- write letters to veterans (6th Social Studies)
- middle school science projects
- peer mediation
- restorative justice
- service learning projects
- 4H experiences
- grade 9-12 Social Studies – local cemetery mapping project using GPS, field trips facilitated by historical society, research family histories
- grade 9-12 Foreign Language – students visit elementary schools – students become teachers. Students also have a project where they interact with students in other countries

Maine's Guiding Principles

Regional School Unit 24

The work that follows resulted from discussion held at the opening of the 2014-2015 school year. Middle and high school teachers participated in small group discussions and shared their ideas on Maine's Guiding Principles. This is our work to date and will likely evolve over the next year as we begin to firm up our requirements for a proficiency based diploma.

Staff members generated descriptions of what each guiding principle looked like then identified some examples of instructional techniques and projects already in evidence in our schools.

The logo for Regional School Unit 24, featuring the letters "RSU 24" in a stylized, outlined font.

Clear and Effective Communicator

What are we already doing:

- verbal and written communication assessed formal and informal
 - corrections for inappropriate communication
 - cooperative learning opportunities
 - modeling – appropriate communication , listening skills
- Students will:
- clearly communicate to small or large groups in a concise manner (written, spoken, diagrams, media)
 - organize communication – writing
 - understand audience
 - collaborate without teacher facilitating
 - use age-appropriate communication skills with consistency
 - use age-appropriate listening skills with consistency
 - communicate in variety of modes

Examples:

- grade 10 – jigsaw : interact, team work
- dividing into multiple groups each learning a different concept
- re-dividing into alternate groups to discuss what they learned
- grade 7 – students report out on a concept using multiple intelligence and learning styles (Powerpoint, video, song)
- student design – proof of understanding
- students creating Powerpoints that support larger presentation
- students focused on content versus length
- students getting instruction in technology usage
- communicating in other languages

Creative and Practical Problem Solvers

Students will:

- talk about why they are right or wrong
- participate in group reflections
- share ideas and collaborate
- generate class-wide ideas
- be offered frameworks that are common enough for students to talk about together, but provide opportunities and challenges to make it one's own learning – relevant to each person
- make allowance for failure and learn to overcome an obstacle
- be resilient
- be skilled at selecting and applying problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation while continuing to consider other alternative solutions
- perform experiments/ labs and projects
- debate
- use graphic organizers
- can solve a problem in a variety of ways
- use resources to ask questions - "what is really being asked?"
- seek out strategies

Examples:

- grade 12 Anatomy and Physiology – 9 week assessment of 4 patients to determine their condition
- grade 4-8 English – use graphic organizers to organize and comprehend
- grade 9-12 Foreign Language – incorporate real-life experiences into project-based learning tasks



An Integrative and Informed Thinker

Students will:

- evaluate and synthesize information from multiple sources and areas of study
- research careers, interview people, apply for college (high school)
- write an essay for a veteran (grade 7 social studies)
- apply ideas across disciplines
- apply math to investigate the relationship between running rate, distance and speed
- gain and apply knowledge across discipline and learning contexts
- learn through real-life projects
- be involved in practical learning connected to what is happening in today's world
- connect various parts of learning
- critique each others learning (student)
- isolate skills then extend techniques
- see that complex reasoning starts small and grows to real life skills
- utilize current events/in school/media
- do research
- be flexible – drawing connections between content
- have student choice
- know how to find and evaluate resources (especially technology based)

Examples:

- evaluating internet resources for validity
- researching and presentations
- portfolio requirements
- applying math knowledge in other content areas – can make connections on their own or with guidance
- cross discipline work - 8th grade student working on history content in ELA
- teachers communicating about content connections
- teachers coordinating with library/librarian/outside resources

Guiding Principles for the Classroom Revised 11/21/14	Distinguished 4	Proficient 3	Apprentice 2	Novice 1
A. A clear and effective communicator: <ul style="list-style-type: none"> *Demonstrates organized and purposeful communication. *Collaborates well with others *Is able to clearly articulate thoughts and ideas. *Actively listens and responds appropriately. 	In addition to demonstrating proficiency, the student: <ul style="list-style-type: none"> *Uses and shares content knowledge to a target audience in a variety of ways. 	<ul style="list-style-type: none"> * Follows written or oral standard conventions and produces organized and purposeful communication. *Is able to clearly articulate thoughts and ideas. * Actively listens, interacts, discusses and poses questions during discussions. 	<ul style="list-style-type: none"> *Struggles to produce organized and purposeful communication that adheres to standard conventions. *Struggles to articulate thoughts and ideas. *Has some difficulty respectfully listening and discussing, and tends to dominate discussions. 	<ul style="list-style-type: none"> * Is unable to produce purposeful communication. *Is unable to articulate thoughts and ideas. * Has great difficulty listening, argues with teammates, and is unwilling to consider other opinions. Impedes the group from reaching consensus.
B. A self-directed and lifelong learner: <ul style="list-style-type: none"> *Demonstrates initiative and independence. *Demonstrates flexibility, including the ability to learn, unlearn, and relearn. *Demonstrates reliability and concern for quality. 	In addition to demonstrating proficiency, the student: <ul style="list-style-type: none"> * demonstrates a desire to support classmates in their efforts to be more flexible in their thinking and more independent. 	<ul style="list-style-type: none"> * Consistently demonstrates initiative and is capable of total independence. * Demonstrates great flexibility in thinking and consistently perseveres through the challenges of learning and relearning. * Consistently demonstrates reliability and a concern for always producing quality work. 	<ul style="list-style-type: none"> * Frequently demonstrates the ability to initiate ideas as well as the ability to work independently but may not always choose to do so. * Is generally flexible in his/her ability to learn, unlearn and relearn. * Is reliable more often than not and generally demonstrates a desire to produce quality work. 	<ul style="list-style-type: none"> * Struggles to work independently and rarely demonstrates initiative. * Seems to get stuck on methods and/or ideas and is unable to accept new knowledge. *Shows little or no concern for quality or reliability.
C. A creative and practical problem solver: <ul style="list-style-type: none"> *Uses information and technology to solve problems. *Perseveres in challenging situations. *Takes advantage of resources to improve the quality of learning. *Articulate the problem. 	In addition to demonstrating proficiency, the student: <ul style="list-style-type: none"> * willingly shares ideas and suggestions regarding technology as a tool. * looks beyond self and offers others ideas and assistance. * Goes out of his/her way to help classmates persevere. 	<ul style="list-style-type: none"> * Recognizes when digital technology is the better tool and when it is not. *Demonstrates the ability to make connections between available resources and desired results. *Is constantly looking for ways to get things done and solve problems. * Consistently demonstrates the ability to stick with challenging situations until they are complete. 	<ul style="list-style-type: none"> * Generally recognizes when technology is the better tool to use and when it is not. * Demonstrates the ability to make connections between available resources and desired results but may not choose to do so all of the time. * Generally looks for ways to get things done and solve problems. * Demonstrates inconsistent perseverance. Is frequently swayed by others. 	<ul style="list-style-type: none"> * Struggles to work with technology. *Does not demonstrate an ability to problem-solve or make connections between available resources and desired results. * Does not look for ways to get things done and solve problems. * Gives up on a situation or problem if it becomes too time consuming or challenging.

My Reports:: Standards

Area of Learning: ME: Guiding Principles; Grade Span: ME: All grades

Thursday, January 15, 2015, 1:42PM

Area of Learning	Grade Span	Targeted Standards	Assessed Standards	Goals Not Assessed	Assessed Standards Not Targeted	Assessment
ME: Guiding Principles	ME: All grades	28/28 (100%)	28/28 (100%)	0	0	78
Guiding Principles		28/28 (100%)	28/28 (100%)	0	0	78

Assessment

Area of Learning: ME: Guiding Principles; **Grade Span:** ME: All grades

Thursday, January 15, 2015, 1:40PM



Weaver, Ines / Spanish II / High School (RSU District High School)

Family and Friends 1

Que te gusta?

Formative: Oral: Discussion

Students ask and report their likes/dislikes

Weaver, Ines / Spanish II / High School (RSU District High School)

Family and Friends 1

Adjective/Noun/Gustar Quiz

Formative: Other: Quiz

Bundle quiz to assess current grammar and vocabulary knowledge

Weaver, Ines / Spanish II / High School (RSU District High School)

Family and Friends 1

Ch 1 Test

Summative: Test: Written

Bundle test - writing, oral, essay, sentence completion, multiple choice

Weaver, Ines / Spanish II / High School (RSU District High School)

Día de Los Muertos

Día de Muertos Reflection

Summative: Written: Essay

Students fill in a reflection of 4 short essays:

1. Prior knowledge - what did you know before we researched?
2. Explain what you learned about the holiday.
3. Describe your participation.
4. Describe how our practices here in the US may or may not be related. What are the similarities/differences?

Weaver, Ines / Spanish II / High School (RSU District High School)

Villages, Towns and Cities

Quiz on preterite tense

Formative: Other: Quiz

Quiz on preterite forms

Weaver, Ines / Spanish II / High School (RSU District High School)

Villages, Towns and Cities

Scavenger Hunt

Formative: Oral: Speech

Group scavenger hunt

/ Spanish III / High School (RSU District High School)

Refining Skills

Vocabulary Quiz

Formative: Other: Quiz

Listening comprehension and describing pictures using new vocabulary

/ Spanish III / High School (RSU District High School)
Refining Skills
Then and Now "Entonces y Ahora"
Summative: Written: Narrative

Students will use new past tense and new vocabulary to write an essay comparing what they were like as young children to what they are like now.

/ Spanish III / High School (RSU District High School)
Don Quijote
Thesis paper
Summative: Written: Persuasive Essay

The essay may be expository or persuasive, depending on the student's chosen theme.

/ Spanish III / High School (RSU District High School)
It's All In The Past
Quiz - regular preterite
Formative: Other: Quiz

Students take a quiz on regular preterite and use it to figure out what they need to work on.

/ Spanish III / High School (RSU District High School)
It's All In The Past
Mini Sagas
Formative: Written: Narrative

Student write a narrative essay (50 words exactly) to demonstrate what they can do with the two past tenses. They need to practice their editing skills by making sure it's grammatically correct and they only use 50 words exactly, thus making them have to re-word at times.

/ Spanish III / High School (RSU District High School)
It's All In The Past
Unit 3 Test
Summative: Test: Written

Bundle test - listening comprehension, matching, verb conjugation, sentence completion and short essay.

/ Spanish III / High School (RSU District High School)
It's All In The Past
Ice Age Projects
Summative: Written: Narrative

Students watch the movie "Ice Age" in the target language with target subtitles. They make a storyboard in which they have to re-tell a part of the movie using their skills in narrating events in the past. The storyboard has 8 frames and a paragraph in each frame.

/ Spanish III / High School (RSU District High School)
Día de Los Muertos
Día de Muertos Reflection
Summative: Written: Essay

Students fill in a reflection of 4 short essays:

1. Prior knowledge - what did you know before we researched?
2. Explain what you learned about the holiday.
3. Describe your participation.
4. Describe how our practices here in the US may or may not be related. What are the similarities/differences?

/ Spanish IV / High School (RSU District High School)
A Viajar
Una conexión psíquica

Formative: Performance: Dramatization

Students dramatize an appointment between a psychic and a client. They need to incorporate the two different types of future tenses. The class listens, summarizes the predictions, and makes two of their own per presentation.

/ [Spanish IV](#) / High School (RSU District High School)

[A Viajar](#)

[Hotel Reservation](#)

Summative: Oral: Discussion

Students call me on the phone and make a hotel reservation in the target language.

/ [Spanish IV](#) / High School (RSU District High School)

[Día de Los Muertos](#)

[Día de Muertos Reflection](#)

Summative: Written: Essay

Students fill in a reflection of 4 short essays:

1. Prior knowledge - what did you know before we researched?
2. Explain what you learned about the holiday.
3. Describe your participation.
4. Describe how our practices here in the US may or may not be related. What are the similarities/differences?

[Collaboration](#) / [Health](#)  / High School (RSU District High School)

[Healthy Foundations](#) / [Intro to Personal Health](#)

[Chapter summaries - EHS](#)

Formative: Oral: Presentation

[Collaboration](#) / [Health](#)  / High School (RSU District High School)

[Mental and Emotional Health](#)

[Mental emotional health test](#)

Summative: Test: Common

[Collaboration](#) / [Health](#)  / High School (RSU District High School)

[Mental and Emotional Health](#)

[Questions and Review Packet](#)

Summative: Project: Personal

[Dube, Rick](#) / [PE](#) / High School (RSU District High School)

[Volleyball](#)

[Game play](#)

Formative: Other: Teacher Observation

[Collaboration](#) / [Chemistry](#)  / High School (RSU District High School)

[Atom & Periodic Table SMHS](#)

[PEN numbers](#)

Formative: Other: Quiz

Assesses how to find protons, neutrons, electrons, mass number, atomic number, and differences in isotopes.

[Collaboration](#) / [Chemistry](#)  / High School (RSU District High School)

[Atom & Periodic Table SMHS](#)

[What's happening to my food lab](#)

Formative: Performance: Lab Assignment

This lab is designed to classify changes occurring in foods as chemical or physical.

[Collaboration](#) / [Chemistry](#)  / High School (RSU District High School)

[Atom & Periodic Table SMHS](#)

Atomic Theory Timeline

Summative: Written: Informative

Students convert atomic theory info into a visual timeline.

Collaboration / Chemistry  / High School (RSU District High School)

Atom & Periodic Table SMHS

Classifying Matter Lab

Formative: Performance: Lab Assignment

Students use Legos to define elements, compounds, homogeneous and heterogeneous mixtures.

Collaboration / Chemistry  / High School (RSU District High School)

Atom & Periodic Table SMHS

Chemical Families and Trends Lab

Formative: Performance: Lab Assignment

Students classify elements based on reactivity

Collaboration / Chemistry  / High School (RSU District High School)

Atom & Periodic Table SMHS

Atoms and the Periodic Table Unit Test

Summative: Test: Written

Assess Unit 1 content knowledge including atomic structure, periodicity, and electron configuration.

Belyea, Steve  / Computer Coding / High School (RSU District High School)

History of Computers

DEVELOP TIMELINE

Diagnostic: Project: Technology

create a poster showing the times computer have starting in the beginning. Using the computer to show the a developing of the technology.

Belyea, Steve  / Computer Coding / High School (RSU District High School)

Computer Anatomy

The Inside

Formative: Performance: Authentic Task

Wells, John / Wood I / High School (RSU District High School)

measurement, fractions and material calculations

measuring material in three dimension (T, W, L)

Formative: Performance: Authentic Task

students are handed boards each with a number on it, they measure the thickness, width, and length of each board and write it properly to the closest 1/16"

Blanchette, Lisa / Chorus / High School (RSU District High School)

Vocabulary

Vocab Journal

Formative: Written: Journal/ Diary

Students will keep a journal of the Vocabulary that we have gone over in class. Journals will be collected.

Blanchette, Lisa / Chorus / High School (RSU District High School)

Reading and notating music

singing in class

Summative: Performance: Skill Demonstration

Students sing and use their music in class, teacher observes who is using it correctly.

[Collaboration / Music History](#)  / High School (RSU District High School)
[The Help](#)
[Discussion](#)
Formative: Oral: Discussion

Students will discuss as a class The Help and the issues brought up.

/ [Music Theory](#) / High School (RSU District High School)
[Enharmonics and the Chromatic Scale](#)
[Solfege Quiz #1](#)
Formative: Performance: Authentic Task
/ [Music Theory](#) / High School (RSU District High School)
[Major Scale Composition Project](#)
[Composition #1](#)
Summative: Performance: Skill Demonstration
/ [Music Theory](#) / High School (RSU District High School)
[Melody: Homophony Polyphony](#)
[Quiz](#)
Formative: Other: Quiz

Students will be able to write a melody that has additional voice. Rules including spread octaves, parallel fifths, and keeping voices within appropriate octaves will be followed.

/ [Music Theory](#) / High School (RSU District High School)
[Composition Project #2](#)
[Final Composition](#)
Summative: Performance: Skill Demonstration

Students will write a final composition encompassing all skills learned throughout semester. Students will write a melody and provide a harmonic progression underneath. Composition may be performed on piano, garage band in conjunction with performed melody.

[Blanchette, Lisa / Show Choir](#) / High School (RSU District High School)
[Reading and notating music](#)
[singing in class](#)
Summative: Performance: Skill Demonstration

Students sing and use their music in class, teacher observes who is using it correctly.

78 record(s) found. (Page 2 of 2, Records 41-78)

Guiding Principle Reflection Form for Student Work

Name:	Advisory:
Subject:	Date:

Title and/or Description of Work:

What content area standards were targeted in this work?

SMHS Guiding Principles
Follow this link for detailed description of:
[SMHS Guiding Principles and Expectations](#)

- I.A Clear and Effective Communicator
- II.A Self-Directed and Lifelong Learner
- III.A Creative and Practical Problem Solver
- IV.A responsible and Involved Citizen
- V.A Collaborative and Quality Worker
- VI.An Integrative and Informed Thinker

This activity demonstrates that I am:

(Guiding Principle) a:
(Expectation) who:

(Guiding Principle) a:
(Expectation) who:

Your reflection (evidence of learning):

1. What did I learn?

2. What were my challenges?

3. What part of my work am I proud of?
--

Sumner Memorial High School

Guiding Principles and Expectations

(revised 5/2009) Used by APW students 2013-2014 and 2014-2015

Table of Contents:

- I. A Clear and Effective Communicator
- II. A Self-Directed and Life-Long Learner
- III. A Creative and Practical Problem Solver
- IV. A Responsible and Involved Citizen
- V. A Collaborative and Quality Workers
- VI. An Integrative and Informed Thinker

I. A Clear and Effective Communicator

- A. Uses oral, written, visual, artistic, and technological modes of expression for a variety of purposes and audiences.
- B. Reads, listens to, and interprets messages from multiple sources.

II. A Self-Directed and Life-Long Learner

- A. Applies knowledge to set goals and make informed decisions.
- B. Pursues independent study.
- C. Finds, uses, and evaluates information from libraries, electronic databases, and other sources.

III. A Creative and Practical Problem Solver

- A. Observes situations objectively to clearly and accurately define problems.
- B. Asks questions, collects information, and analyzes findings to answer those questions.
- C. Thinks innovatively: identifies patterns, trends and relationships that apply solutions to problems.
- D. Generates a variety of solutions and effectively evaluates them.
- E. Uses information and technology to solve problems.

- F. Persevere in challenging situations.

IV. A Responsible and Involved Citizen

- A. Contributes positively to school, community, and beyond.
- B. Accepts responsibility for personal decisions and actions.
- C. Behaves ethically and treats all others with respect.
- D. Recognizes the diverse nature of society and culture.
- E. Is aware of historical and contemporary issues at local, national, and global levels.
- F. Is aware of personal and community health and wellness.
- G. Values the natural world.
- H. Creates career and educational plans with available resources that reflect personal goals, interests, and skills.

V. A Collaborative and Quality Workers

- A. Works actively and cooperatively with others to achieve group goals.
- B. Demonstrates effective interpersonal skills (awareness of why we need to interact with others).
- C. Performs a variety of roles competently within a group or community.
- D. Demonstrates reliability and concern for quality in work product.
- E. Uses time effectively and responsibly.

VI. An Integrative and Informed Thinker

- A. Gains, analyzes, and applies knowledge across academic disciplines and life situations.
- B. Evaluates and synthesizes information from multiple sources.
- C. Applies ideas across disciplines and situations.
- D. Recognizes broad trends, issues and consequences for oneself and society.



SERVICE LEARNING

This certificate is awarded to

_____ student name _____ HR # _____

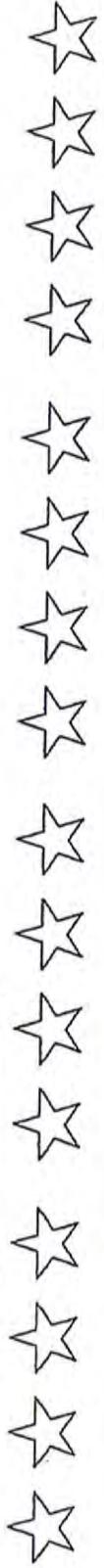
for successful completion of

_____ project title _____

_____ teacher/advisor/mentor _____

_____ date _____

- Required Freshmen Brochure Project
- Required Service Project
- Additional In Class Service Project
- Proud Heroes Project (student initiated)





COMMUNITY SERVICE

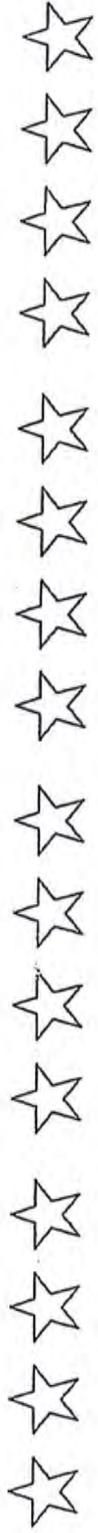
This certificate is awarded to

_____ HR # _____
student name

for successful completion of _____ hours.

_____ project

_____ date _____ teacher/advisor/mentor



**Sumner Memorial High School
Senior Special
Portfolio Checklist 2013**

Student Name _____

Your portfolio must contain the following items:

- ___ 1. Cover
- ___ 2. Personal Statement
- ___ 3. Letter(s) Requesting Personal Recommendation (2) *(SENIOR SPECIAL)*
- ___ 4. Copies of the Actual Letters of Recommendation (2) *(SENIOR SPECIAL)*
- ___ 5. Resume
- ___ 6. College/Career Cover Letter *(SENIOR SPECIAL)*
- ___ 7. College/Career Essay *(SENIOR SPECIAL)*
- ___ 8. College/Career Application *(SENIOR SPECIAL)*
- ___ 9. Learning Style Essay/Inventory
- ___ 10. Community Service Certificate
- ___ 11. Service Learning Certificate
- ___ 12. Mock Interview Certificate *(SENIOR SPECIAL)*
- ___ 13. Copies of Thank-You Notes *(SENIOR SPECIAL)*
- ___ 14. Recognition/Award Section
- ___ 15. Academic Section: 4 Artifacts in each of the following content areas: English, Math, Science, Social Studies, and Fine Arts **All indicators targeted for each Guiding Principle*
- ___ 16. Personal Learning Plan
- ___ 17. Transcripts/SAT Scores/ASVABS *(SENIOR SPECIAL)*
- ___ 18. Immunization Records *(SENIOR SPECIAL)*
- ___ 19. Citizenship/Voter Registration Card *(SENIOR SPECIAL)*
- ___ 20. Advisory Oral Presentation Certificate (signed & dated by advisor)
- ___ 21. Reflective Essay *(SENIOR SPECIAL)*

Oral Presentation Rubric and Feedback Form

Speaker's Name _____ Period _____ Date _____

Peer Evaluator _____ Overall Feedback Score (1, 2, 3, 4)

Speaker exhibited the following Standards at a
Does not meet (1) Partially meets (2) Meets (3) or Exceeds (4) based on the criteria below.
CCRS ELS Standards » Speaking & Listening » Grade 11-12

Comprehension and Collaboration

- **SL.11-12.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (1, 2, 3, 4)

Presentation of Knowledge and Ideas

- **SL.11-12.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (1, 2, 3, 4)
- **SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (1, 2, 3, 4)
-

SMHS Guiding Principles:

- I. **A Clear and Effective Communicator**
 - a. Uses oral, written, visual, artistic, and technological modes of expression for a variety of purposes and audiences. (1, 2, 3, 4)

Complete and articulate sentences.

Warm Feedback:

Cool Feedback:

Evidence submitted by RSU #24 relative to:

3. Evidence refinement is underway to support all 2019 Cohort students who want to accelerate at a quicker pace through the secondary opportunities for learning

Evidence submitted by RSU #24 relative to:

8. Evidence that a student who has demonstrated proficiency in all ELA, mathematics, and science and technology standards earlier than the expected timeline will engage in educational learning experiences relating to these content areas in each remaining year of the student's secondary schooling.

Evidence submitted by RSU #24 relative to:

10. Evidence that multiple pathways to proficiency for the 2019 Cohort are aligned to complexity and cognitive demand of the reporting standards and performance indicators in all 8 content areas and the 5 Guiding Principles

SUMNER MEMORIAL HIGH SCHOOL

2456 US Highway 1, Sullivan, ME 04664

PROGRAM OF STUDIES

A curriculum & planning guide for parents, students, and teachers



Member Since 1987

July, 2014

SUMNER MEMORIAL HIGH SCHOOL MISSION STATEMENT

The purpose of Sumner Memorial High School is to prepare students to adapt to diverse environments and to make positive contributions to their communities. All students will be challenged with varied learning experiences in a safe and respectful environment.

Sumner Memorial High School will enable students to "Make It".

Sumner Memorial High School Guiding Principles and Expectations

A. A clear and effective communicator who:

- Demonstrates organized and purposeful communication in English and at least one other language
- Uses evidence and logic appropriately in communication
- Adjusts communication based on the audience
- Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)

B. A self-directed and lifelong learner who:

- Recognizes the need for information and locates and evaluates resources
- Applies knowledge to set goals and make informed decisions
- Applies knowledge in new contexts
- Demonstrates initiative and independence
- Demonstrates flexibility including the ability to learn, unlearn and relearn
- Demonstrates reliability and concern for quality
- Uses interpersonal skills to learn and work with individuals from diverse backgrounds

C. A creative and practical problem solver who:

- Observes and evaluates situations to define problems
- Frames questions, makes predictions and designs data/information collection and analysis strategies
- Identifies patterns, trends and relationships that apply to solutions
- Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response
- Sees opportunities, finds resources and seeks results
- Uses information and technology to solve problems
- Perseveres in challenging situations

D. A responsible and involved citizen who:

- Participates positively in the community and designs creative solutions to meet human needs and wants
- Accepts responsibility for personal decisions and actions
- Demonstrates ethical behavior and the moral courage to sustain it
- Understands and respects diversity
- Displays global awareness and economic and civic literacy
- Demonstrates awareness of personal and community health and wellness

E. An integrative and informed thinker who:

- Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology
- Evaluates and synthesizes information from multiple sources
- Applies ideas across disciplines
- Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes



Sumner Memorial High School

2456 US Highway 1
Sullivan, ME 04664
207 422-3510 FAX 207 422-6463

Marianne DeRaps
Principal

Shannon Sawyer
Assistant Principal & Athletic Director

Corinna Domagala
Guidance Counselor
207 422-3451

A MESSAGE ABOUT THE Program of Studies

Welcome to Sumner Memorial High School! I hope this program is helpful in planning your academic life during your high school years. This handbook has been prepared to provide students and parents with information on registration for courses for the 2014-15 school year at Sumner. Students are expected to spend time studying this document in order to make wise course selections and plan for all four years of high school. Students should work to choose classes with their post high school plans in mind while challenging themselves academically. To help students decide which courses are appropriate the following suggestions are offered:

- Study this document carefully!
- Give special attention to the requirements for graduation and the Guiding Principles.
- Develop a plan with your post high school goal in mind. Consider your interests, abilities, strengths, and areas in need of improvement. Select courses based on your identified academic, personal, and career goals. No matter what your dream is – university, college, technical college, military, apprenticeship, or full time employment – set a goal, make a plan, and we can help you get there!
- Students should seek advice and information from their counselor, teachers, and parents in selecting courses.

Students and staff are expected to support and comply with state and federal laws. It is the goal of Sumner Memorial High School to establish a system of education, which will develop the full potential of each person. This means each person is guaranteed equality of educational opportunity, and the right to be free from discrimination because of race, creed, sex, religion, color, physical or mental handicap, age or national origin.

Our goal is to assist students in gaining the knowledge, skills, and attributes necessary to become capable citizens, caring adults, contributing family members, effective workers and achieve their post high school goals.

Sincerely,

Marianne DeRaps, Principal
Sumner Memorial High School
mderaps@rsu24.org
July, 2014



Member Since 1987

Sumner Memorial High School Grading Scale

93 – 100 = A	77 – 84 = C
85 -92 = B	70 -76 = D
69 & Below = F	

WF = Withdrew from class after progress reports with failing grades
WP = Withdrew from class after progress reports with passing grades
Inc. = Two weeks from grading closing to complete missing work

REQUIREMENTS FOR GRADUATION – Class of 2018

In order to earn a course credit, students must demonstrate the level of proficiency in each of the graduation standards and performance indicators required for the course. Graduation standards and performance indicators will be identified by teachers at the beginning of each course.

All students will demonstrate that they have achieved proficiency in the content-area graduation standards of the Maine Learning Results. Meeting the standard entails demonstrating proficiency in each of the following content areas prior to graduation:

1. English Language Arts (4 experiences)
2. Mathematics (4 experiences)
3. Social Studies (3 experiences)
4. Science and Technology (4 experiences)
5. Health Education and Physical Education (1 experience in each)
6. Visual and Performing Arts (1 experience)
7. World Languages (1 experience)
8. Career and Education Development (embedded in seminar experiences)

The Sumner Memorial High School administration, faculty, and staff will develop and apply a set of graduation standards and performance indicators that align with the content-area standards of the Maine Learning Results. (See Appendix)

To satisfy graduation requirements, all students must be engaged in proficiency-based educational experiences in the content areas of English Language Arts, Mathematics, and Science and Technology in each year of their secondary school program. The standards of Career and Education Development may be embedded and addressed in other content-area learning experiences. All students will demonstrate that they have achieved proficiency in the cross-curricular Guiding Principles of the Maine Learning Results.

The Guiding Principles state that each Maine student must leave school as:

1. A clear and effective communicator
2. A self-directed and lifelong learner
3. A creative and practical problem solver
4. A responsible and involved citizen
5. An integrative and informed thinker

The Sumner Memorial High School administration, faculty, and staff will develop and apply a set of graduation standards and performance indicators that align with the cross-curricular standards of the Guiding Principles of the Maine Learning Results

TRANSFER STUDENTS

For students who transfer to Sumner Memorial High School from another state or from an educational program that is not required to be aligned with the content standards of the system of Learning Results, the Sumner Memorial High School Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements.

MULTIPLE PATHWAYS

In order to pursue one or more of the multiple/alternative pathways, a student must have a Personal Learning Plan detailing how the pathway will provide exposure to the content standards of the Learning Results and how the student will demonstrate proficiency in meeting the standards. Multiple pathways may include but are not limited to:

- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning
- Apprenticeships, internships and/or fieldwork
- Community service
- Exchange programs
- Independent study
- Alternative education/"At Risk" programming
- Adult education

Proficiency-Based Grading Scale

State Score	Description
3.7 - 4.0	Distinguished
3.3 - 3.6	Exceeds
2.9 - 3.2	Proficient
2.6 - 2.8	Mostly Proficient
2.3 - 2.5	Approaching
1.0 - 2.2	Beginning

EXPLANATION OF TRADITIONAL PATHWAY TO CAREER AND EDUCATION DEVELOPMENT STANDARDS AND OTHER REQUIREMENTS

JUNIOR SEMINAR

This course is a half credit, spring semester requirement necessary for graduation. This course is aligned to the Career and Education Development standards and will assist students in post-secondary planning. The course includes aspects such as:

1. Resume development
2. College essay
3. College applications
4. Collecting letters of recommendation
5. Writing personal statements
6. Writing cover letters
7. Doing college research
8. Completing mock interviews
9. Collecting and organizing important documents such as immunizations and transcripts

FRESHMAN SEMINAR

Freshman Seminar will focus on students' transition from 8th to 9th grade. This course will be aligned to the Career and Education Development standards, allowing students to assess their strengths and challenges and work on building skills necessary for success in high school and beyond. Students will:

1. Complete learning style inventories
2. Reflect on their skills and strengths
3. Set goals for interpersonal, social, and emotional growth
4. Conduct regular grade checks with teachers
5. Complete a life purpose statement
6. Write a letter to their graduating self
7. Work to improve organizational and study habits
8. Assess interest and skills to make choices about possible careers

SERVICE LEARNING

This experience starts when a freshman enters Sumner Memorial High School and is required all the way through high school. It will consist of both assigned and student-built activities. Service in town government, school life, charities, businesses, church, and individual families are a few of the categories where structured opportunities will be offered. Two projects, the freshmen will complete one during their first year and the remaining project can be complete during the next three years. There are also ten hours of community service which can be done at anytime during the four years.

COMMUNITY SERVICE

Community service is a graduation requirement at Sumner Memorial High School. Each student must accumulate 10 hours of documented community service to be eligible for graduation. These hours can be earned anytime over the course of four years.

EARLY GRADUATION

The administration and school committee do generally not recommend early graduation. However, if a student and his parents wish to have the student graduate early the following procedure must be followed:

- A. The parents and student must meet with the principal to discuss the reasons for early graduation.
- B. The principal will then take the request to the school committee. The school committee will then approve or disapprove the request.

ARCHITECTURAL DESIGN

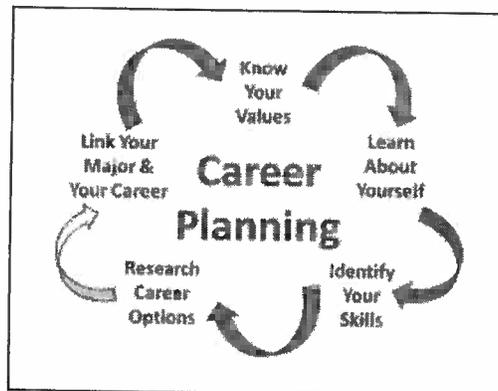
Grades 10, 11, 12
Full year; 1 credit

The principle goals of this architecture course are to develop skills and provide a basis for individual and creative development through the use of a wide range of media, creative problem-solving activities, projects and team activities. This multi-disciplined, technology and art course will include: sketching, environmental designing, residential and commercial objectives, alternative energy ideas, blueprint reading, C.A.D.D. functions and processes, and drafting tool techniques. The drafting class will progress from architectural history, elements and features, simple sketches and drawings to complex perspective and orthographic projection drawings each with an emphasis on creative problem-solving challenges and hands-on activities. This approach satisfies a fine arts credit and establishes a necessary background for architectural drafting personnel to deal with spaces that people move through, inhabit and are shaped and will shape their daily lives each and every day.

Differentiated Pathways

at SMHS

At the end of your freshman proposal to one of our



year, you may apply submit a pathways programs

ALTERNATIVE PATHWAYS

Alternative Pathways provides alternative learners with a creatively individualized educational environment. We aim to develop within our students a strong sense of respect for self, others, and community. These skills are fostered through experiential, community-based learning, student independence and responsibility, and the ongoing development of effective problem solving and group processing strategies.

THE Alternative Pathways PROGRAM IS:

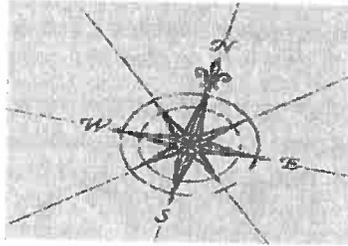
- A hands-on experiential learning program, which is designed for students who find difficulty learning in a traditional classroom.
- A more individualized form of learning in both course content and pace.
- An opportunity to recover lost credits, and potentially earn enough credits to reach graduation with his/her class.
- A place to work in a more relaxed environment, close to and supported by the high school.
- A chance to learn how to work with people and group process.
- A way to challenge oneself.

AN "IDEAL" CANDIDATE IS ONE WHO:

- Is independently minded.
- Is perhaps seen as unmotivated, but with potential.
- Has a desire to work toward a successful educational experience.
- Has goals for the future, but a hard time working toward those goals.
- May have life circumstances that interfere with concentrating on school.
- May have "hit bottom" and is looking for a second chance.
- May not "fit-in" with peers, seen as either withdrawn or eccentric.
- May need more individualized classroom attention.
- Becomes easily overwhelmed by multiple courses and the high school atmosphere.

LIBERAL ARTS PATHWAYS

Sumner Liberal Arts Pathways is a program at Sumner Memorial High School in which students personalize their own education. Students identify their personal, school, and career goals then find multiple opportunities to meet their goals. Liberal arts pathway students may be enrolled in regular classes, adult education classes, HCTC, college classes and/or online classes. Students may also design standards-based project based learning experiences, internships, and career explorations. Students are expected to attend weekly seminars and complete work on their personal learning plans.

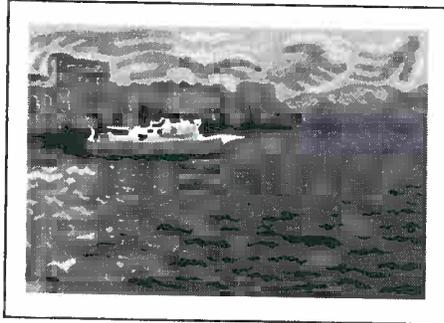


MARINE PATHWAYS

Through Marine Pathways, Sumner students will have the opportunity to tailor curriculum to a specific interest in one of four local marine related industries: Boat Building, Fishing, Processing, and Marine Science.

By opting to complete the Marine Pathway, a student will earn a Sumner Diploma with an emphasis in one of these marine related fields.

This pathway is integrated into regular classes. All of the courses required to complete Marine Pathways are also open to any students attending Sumner.



All Pathways programs are evolving.

HANCOCK COUNTY TECHNICAL CENTER

***SMHS students must be in good academic standing, not lacking required academic credits, passing all courses at SMHS and also have positive attendance to attend HCTC programming.**

The world of high technology is waiting for you! Prepare yourself for the many exciting careers the future has to offer by attending the Hancock County Technical Center (HCTC). HCTC has eight quality technical programs that will provide you with the skills necessary to enter the job market or pursue a college education.

Our goal is to help you get a good job or to continue on to college. We offer many opportunities for you to meet and work with local employers and we offer college credit to many of Maine's Technical Colleges.

Make an appointment today to explore the technical program of your choice. Interested students should apply through the guidance office.

Alternative Pathways
An Alternative Education Program of Sumner Memorial High School

Mission

Alternative Pathways provides alternative learners with a creatively individualized educational environment. We aim to develop within our students a strong sense of respect for self, others and community. These skills are fostered through experiential, community-based learning, student independence and responsibility, and the ongoing development of effective problem solving and group processing strategies.

Personal Learning Plan (PLP)

Upon entrance, students work with the director and their school counselor to draft a PLP, which guides students toward graduation by outlining outstanding course requirements. The PLP also specifies an afternoon program designed to meet individual needs. Options include: enrichment courses at the high school; a specialized program through Aspirations; an all day Alternative Pathways program; or work release.

Academic Time.

Core academic requirements are offered in the morning session at Alternative Pathways (7:55am-11:00am). Coursework is presented through a 7-8 week academic unit. Upon successful completion, students receive 1 credit for that course. There are 5 academic units per year. For some students this same model may be appropriate for a similar afternoon session.

Leadership Time.

Leadership is a mandatory year-long enrichment course. Students receive 1 *applied academic credit* upon successful completion. The course is designed to: develop positive, respectful relationships within the community; practice and acquire leadership skills; and improve each student's overall sense of self and worth which is necessary to maintaining positive decision making.



THE Alternative Pathways PROGRAM IS:

- A hands-on experiential learning program which is designed for students who find difficulty learning in a traditional classroom.
- A more individualized form of learning in both course content and pace.
- An opportunity to recover lost credits, and potentially earn enough credits to reach graduation with his/her class.
- A place to work in a more relaxed environment, close to and supported by the high school.
- A chance to learn how to work with people, and group process.
- A way to challenge oneself.

THE Alternative Pathways PROGRAM IS NOT:

- An easy way to avoid school.
- Designed to be remedial or take the place of special services.
- Designed to provide upper level courses (such as calculus, lab sciences, or foreign language).
- Designed for someone to "put in time" and get a high school diploma.

Attitude

The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness, or skill. It will make or break a company ... a school ... a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We can not change our past. We can not change the fact that people will act in a certain way.

We can not change the inevitable. The only thing we can do is play on the one string we have and that is our attitude.

I am convinced that life is 10% what happens to me and 90% how I react to it.

And so it is with you ...

we are in charge of our attitudes.

**I am
convinced
that life is
10% what
happens to
me and
90% how I
react to it.**

Dr. Charles Swindall

Eligibility Criteria Alternative Pathways

The interview committee considers the following criteria in determining entrance of prospective students.

The prospective student:

- Has had difficulty socially, emotionally, and/or academically at the HS level.
- Has completed at least one full year at the HS
- Works well as a member of a group.
- Demonstrates the level of maturity necessary to perform in all aspects of programming.
- Is committed to bettering their educational situation.
- Demonstrates a desire to participate in all aspects of the program.
- Does not have significant attendance issues.
- Does not have significant behavioral issues.
- Student has not transitioned to the HS socially or emotionally
- Student is behind in credits or has a compelling reason to graduate early
- Student has begun to demonstrate a high level of commitment to their education.
- Student and parents have considered the possibility of early graduation.
- Has parental support and approval.

If a student has gone through the application process, and was not accepted, the process for re-applying is as follows:

- Contact appropriate Guidance Counselor to request consideration for re-application.
- Demonstrate a commitment to learning through an acceptable level of success in current academic program.
- Meet with the Director and Guidance Counselor to discuss current situation.
- Meet with staff to discuss current situation and desire to be re-considered for entrance
- Meet the above criteria as an appropriate prospective student.

Liberal Arts Pathways & Alternative Pathways- Referral Form

NAME: _____ DATE OF REFERRAL: _____

AGE: _____ CURRENT GRADE LEVEL: _____

REFERRAL MADE BY: _____

RELATIONSHIP TO APPLICANT: _____

1.) What are your specific concerns about the applicant and his/her current educational program? If this is a self-referral, what are your concerns about your educational program?

2.) Please list steps that have been taken to address the above issues/concerns:

- | | |
|---|---|
| <input type="checkbox"/> Talked to teachers | <input type="checkbox"/> Parental involvement |
| <input type="checkbox"/> Talked with student | <input type="checkbox"/> Talked with guidance |
| <input type="checkbox"/> Talked with administration | <input type="checkbox"/> Modified work |
| <input type="checkbox"/> Other, please specify: | |

3.) Describe why you see this student as a candidate for this program. Please be as detailed as possible. This information will be the basis for continuing action on this application.

Please return this form to guidance.

Referrals for Special Education/504 designated students must be approved by IEP or 504 Team.

Alternative Pathways Initial Interview Form

Date of Interview: _____

Name: _____ Date of Birth: _____

Address: _____

Home Phone: _____

Name of Parent/s or Guardian: _____

Father's work place: _____ Phone: _____

Mother's work place: _____ Phone: _____

PART ONE – FAMILY

1.) Where do you currently live? _____

2.) Who lives in the house with you? _____

4.) Describe your relationship with your parents? _____

3.) What is the educational level of your parents?

MOTHER: _____

FATHER: _____

4.) Have you experienced significant losses within your family? _____

5.) Is there a history of mental illness or physical handicapping in your immediate family? _____

6.) Have you or anyone in your family ever participated in counseling or therapy? _____

7.) What responsibilities do you have at home? _____

Other relevant family information: _____

Describe the last time you were really angry. How did you handle it? _____

What is your biggest motivator? _____

In what situations do you struggle with motivation? _____

PART FIVE – ACADEMIC HISTORY

What were your experiences in Elementary like? _____

What were your experiences in Junior High like? _____

Have you had any psychological testing? _____

What types of academic projects do you enjoy? _____

What is your current academic situation? _____

Describe an academic experience in which you felt most proud. _____

Describe an academic experience in which you felt most defeated. _____

What actions have you taken to improve your academic situation? _____

Why are you in a situation where you need to seek assistance with your academic program? _____

Other relevant educational information: _____

Name: _____ Year: _____ Town: _____

Program Placement Interview (Second Interview)

1.) What do you expect from this program? What do you hope this program will provide? What would you be most excited about? Most nervous about?

2.) In what situations have you been most successful in school? Proudest moments? Most difficult times?

3.) Describe an ideal learning environment in which you would be most productive academically?

4.) How often do you face conflict. How did you deal with that? How do you deal with being disrespected?

5.) How are you as a member of a group? What experience have you had being a member of a group? What types of people make you most comfortable? What situations make you feel uncomfortable?

7.) What is going on now that makes you feel you need a shift in programming?

8.) If you were entered into the program, how would you work to improve yourself as a student? How would you improve yourself personally?

DESCRIBE TASK – notes:

TASK

Please complete the following and bring it to your second interview.

- 1.) Your past educational experiences
- 2.) Your current educational situation
- 3.) How you can improve your situation
- 4.) Your future plans

This can be done in any format you choose. You can write an essay, make a poster, create a collage, write a poem, draw a picture, make a video, design a sculpture, write a song, or any other creative means that works best for you. If you have questions or need help, please contact your guidance counselor or program staff.

This task is your opportunity to demonstrate to us why you feel this experience would improve your educational situation and guide you toward your goals.

Alternative Pathways Program

Student Handbook

2013-2014 School Year

Student Name

Date

Welcome

Welcome to the Alternative Pathways Program. By applying for and being accepted into the Alternative Pathways Program, you are expressing a desire to improve your educational situation by developing strong personal skills essential to working toward your life goals. The many components of this program will provide you an opportunity to achieve your highest learning objectives. The program requirements are defined in the following pages, **please read them carefully.** A Personal Learning Plan (PLP) will be developed for each student upon entrance into the program. This plan will be designed, in conjunction with the RSU 24, Common Core Readiness Standards, Local Assessment System and the Maine Learning Results, to guide each student toward meeting graduation requirements. In order for students to be successful at Alternative Pathways they must continuously demonstrate commitment, and academic progress.

Information to Parents and Students

- Standards of Ethical and Responsible Behavior -

Alternative Pathways is a voluntary program of alternative education available to students who require classes with low student to teacher ratios, practical/experiential approaches to education and a supportive environment. Everyone who comes to Alternative Pathways has a number of basic rights to honor as an ethical member of the school community. These rights or core values are:

RESPECT	⇒	respectful of self, others and environment
HONESTY	⇒	honest in all academic work and interpersonal relationships
COMPASSION	⇒	compassionate in dealing with the limitations and sufferings of others
FAIRNESS	⇒	fair in dealing with others
RESPONSIBILITY	⇒	responsible for personal actions as an individual and a member of the community
COURAGE	⇒	courageous in the face of ethical challenges

In expressing these core values, students have an obligation to treat others with respect, to act in ways which promote their own learning while not infringing on the learning of others, to demonstrate a desire to increase their academic performance, and to do no harm to others in either a physical or emotional sense.

Students who are unable to uphold these core values will experience clearly outlined consequences for their actions. These consequences will be accompanied by supportive intervention to assist students in incorporating the core values of the school community. All intervention is intended to guide students toward taking responsibility for their actions and to find opportunities to resolve conflict and other issues.

Students who come to Alternative Pathways have made a commitment to work with staff to obtain an education. The primary expectation of students is that they are here to improve themselves and to follow the instructions of staff to reach their goals. Standards for classroom participation and acceptable behavior at Alternative Pathways will be determined by staff and students at the beginning of the year. Students may take part in group and individual counseling, special programs, community service and/or adventure experiences throughout the year.

Students in Alternative Pathways are personally accountable for their behavior and academic progress. When incidents and issues arise students will be given support to resolve these issues. Students are expected to make use of this support to seek resolution to issues. An unwillingness to seek resolution will result in the student being asked to leave the program and remain absent until they are ready to complete the resolution process.

ATTENDANCE POLICY

Alternative Pathways strives to educate students in three areas – academic, behavioral and social/emotional. Much of the growth a student experiences comes from daily interactions with a variety of students and staff in a variety of situations that cannot be replicated by providing make-up work. In order to benefit from this program, students must be present on a consistent basis. Our goal is to help each student to develop a sense of commitment to life responsibilities. Any absence exceeding 25% of class time in any given unit/semester will not be awarded credit, regardless of the circumstances surrounding those absences. Attendance will count for 20% of the final grade in each academic unit. **The expectation is that students will be in school every day.**

THE MAXIMUM NUMBER OF ABSENCES ALLOWED IN EACH ACADEMIC UNIT IS TWO, OR FOUR IN A SEMESTER COURSE. MORE THAN TWO/FOUR ABSENCES MAY RESULT IN LOSS OF CREDIT. LOSS OF CREDIT IN 2 OR MORE COURSES IS GROUNDS FOR DISMISSAL FROM THE PROGRAM.

Students who violate the attendance policy may be sent a letter notifying parents of potential loss of credit and may be required to meet with classroom teachers to determine appropriate action.

Tardiness: A student is considered tardy if he/she has not arrived in the Alternative Pathways room at the designated time (7:55 A.M.) or return from lunch (11:30 A.M.). Students are responsible for making up lost time at lunch on the day they were tardy, or after school if the tardiness occurs in the afternoon. After 5 tardies, the time served is double the time missed. Please call if there are extenuating circumstances. Excessive tardiness will result in disciplinary action.

Please note:

- All absences whether excused or unexcused, count toward the total allowable class absences, with the exception of absences for school sponsored activities, administrative discretion, or suspension.
- The administration has the authority to grant additional days in excess of the above if prior approval is given or to interpret situations that might not allow advance notification of a student's absence.
- It is the responsibility of the student to request and make up work, and time if necessary, when school is missed. Students will negotiate a due date with the teacher. Any absences granted as excused through administrative discretion are contingent upon the completion of missed academic work as outlined by the course teacher.
- Excessive absences may result in dismissal from the program.

Students are expected to call or email if they anticipate an absence. If a call is not made, Alternative Pathways staff may contact the parent/guardian to verify the absence.

CRITICAL INCIDENT PROCEDURES

Alternative Pathways has in place a number of procedures to ensure the safety of all students and staff if and when critical incidents arise. These incidents include fire, school invasion, accident and emergencies on adventure activities.

Each of these procedures has been worked out with SMHS administrators, Pathways staff, local emergency services and other professional organizations. The procedures in place cover three important aspects in managing critical incidents:

- The safety and protection of students and staff directly involved
- The safety and protection of other students and staff
- Initiating and maintaining communication with emergency services personnel and parents

Transfer of Education Records

Following amendments made in the 119th Legislature to Title 20-A, Section 6001-B; the Alternative Pathways Program can request and/or be asked to share the education records of students who seek or intend to enroll in any school administrative unit, without the written notice to parents or guardians.

What this means is that the transfer of students educational records can occur between schools and school districts without parents having to sign the release forms previously required.

While education records can be released to the officials of school administrative units, it is the policy of Alternative Pathways to maintain the confidentiality of student records when requests are made for information from outside agencies and other individuals. Parental permission to release educational records is still required in these cases.

Educational records are stored in a secure location with access limited to staff designated with the authority by the SMHS Administration. Student's files must not leave the school building and can only be taken from the filing cabinet if written documentation outlining the filename, the person removing the file and the reason for the removal is provided.

Alternative Pathways complies with the standards of the federal Family Educational Rights and Privacy Act (FERPA) in the management of education records.

Medication Authorization

Maine State Law prohibits the administration of medication in schools by unlicensed personnel except as provided by written prescription of a physician or dentist, or by the written permission of the parent or guardian of the individual receiving the medication - Title 20A Section 254 Paragraph 5

To be in compliance with these regulations it will be necessary for parents to have the following authorization signed and accompany the child and students and medication to school. The responsible designee will supervise the taking of the medication.

AUTHORIZATION FOR PRESCRIPTION MEDICATION DURING SCHOOL HOURS

must receive the following prescribed medication during school hours in order to maintain sufficient health to participate in the school program.

Name of Medication: _____

Prescribed Dosage: _____

Time Scheduled: _____

Length of Time (days/week): _____

Diagnosis: _____

Possible Side Effects: _____

Name of Physician: _____ Phone #: _____

I do hereby release, discharge and hold harmless Alternative Pathways staff / SMHS, it's agents and employess, from any and all liability and claim whatsoever for the administration of the above medication to my child/ward should there develop any reaction to the medication.

My signature also authorizes communications and release information between the above names physician and the Alternative Pathways Program for medically related purposes.

Parent/Guardian Signature

Date

STUDENT PRIVATE VEHICLE USE REQUEST

I, the undersigned student of the Alternative Pathways Program, do hereby request permission to drive my vehicle to school and park in the designated student parking area.

I understand that driving a vehicle to school is a privilege and that this privilege may be withdrawn for any violation of the school transportation policy. Actions which may be considered infractions include – but are not limited to, the following:

- Transporting other students without prior permission from parent of driver and passengers
- Unsafe driving
- Leaving school activities without permission
- Chronic lateness or absences

I am aware that should I bring a vehicle to school without permission that my vehicle will be subject to towing and impoundment at my personal expense.

Student signature:

Date:

Parent Signature:

Date:

Vehicle Make & Color:

Model:

License Place #:

PHOTOGRAPHS/NAMES/VIDEO

Periodically, the Alternative Pathways staff and students take pictures or video of students. At times, photographers and camera operators from news media will also take images of the Alternative Pathways school students. We request your permission to display these images. We also request your permission to use the name of students on the school's website and to publicize programs at the school in the media.

We would like to use these images on our bulletin boards at school; on Alternative Pathways Program literature and stationery; at conferences and workshops; and we would also like to use the images and their names to publicize the work of the students in newspapers and magazines, and as part of a Alternative Pathways school website.

Student Name: _____

____ YES I grant permission for the name and images of my student to be used on the school website & in the media.

____ NO I do not grant permission for images / names to be used for display/media purposes nor on the school website.

.....
Parent /Guardian Signature

.....
Date

.....
Parent/Guardian Name (print)

Understanding of Policies

I, _____, have read and understand the policies as set forth in the Alternative Pathways Education Program Student Handbook. I will abide by these guidelines and I will accept full responsibility for my actions.

Signature of Student

Date

As the parent/guardian of the above student, I have read, agree with and support the policies and procedures outlined in this handbook.

Signature of parent/guardian

Date

FORM CHECKLIST
Please return prior to or at the start of school.

- Permission to share information
- Medical Authorization
- Permission to drive with students
- Student private vehicle use request
- Photographs/Names/Video
- Field Trip Permission and Liability Release Form
- Understanding of Policies

Alternative Pathways Computer Use Policy

This policy is specific to the Alternative Pathways program and is meant to compliment the existing policy held by SMHS and RSU 24. . The following restrictions are meant to provide a basis for appropriate computer use while students are at the Pathways II facility. These guidelines are designed to protect the computers and the academic environment.

- Computer use is not allowed in the kitchen area.
- Computers may be used during morning opening, break and lunch as long as other activities are not occurring.
- Food and drink are not allowed by computers.
- Music may be allowed during academic time at the teacher's discretion. Headphones must be used at all times.
- Computers are a supplemental academic tool and are used during class at the teacher's discretion.
- No laptop use outside or in the bathrooms
- Students may only print materials directly related to academic courses. The printers are not for personal use.
- Students are responsible for charging and bringing their laptops to class each day.

Personal Learning Plan (PLP) – PATHWAYS Program

Name: _____ Date: _____

Address: _____ Phone: _____

Course credits earned.....									
Current number of credits: _____					Year in school: _____				
Specific accomplishment of courses outlined below.									
English					Science				
History US I		History US II		Civics		Math			
Career Prep 1/2		Health		Phys. Ed.		Fine Arts		Service Learning 20hrs	
Senior Special 1/2		Electives						Community Service 40 hrs	

Courses needed to graduate....					
Total number of credits needed: _____					
English		Math		History	
Science		Physical Education		Health	
Senior Special		Fine Arts		Electives	
Service Learning		Community Service		Career Prep	

Morning Courses:			Afternoon Courses:		
2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015

Plan for additional coursework:

Course: _____ Location: _____ Semester/Year: _____
 Course: _____ Location: _____ Semester/Year: _____

Anticipated date of graduation: _____ Will graduate with _____ credits.

END OF UNIT REPORT – LEADERSHIP DEVELOPMENT

Student Name:	Report Date:
ATTENDANCE - 20 points total	
<i>A percentage of days present in class compared to the number of classes in a unit.</i>	
_____ Days present out of _____ Total days	Total Attendance Points:
RESPECT – 20 points total	
<i>Respect is a central component of each grade holding the student responsible for themselves, their actions, and their interactions</i>	
SELF/OTHERS	
1.....2.....3.....4.....5.....6.....7.....8.....9.....10	Consistently
Rarely respectful respectful	
ENVIRONMENT/PROGRAM EXPECTATIONS	
1.....2.....3.....4.....5.....6.....7.....8.....9.....10	Consistently
Rarely respectful respectful	
Total Respect Points:	
ATTITUDE and EFFORT - 20 points total	
<i>These scales indicate a level of proficiency in attitude and effort as it pertains to program expectations. It is our hope that students continuously work toward improving their skills as a member of a group. The categories below are central to the development of those skills.</i>	
OVERALL ATTITUDE	
1.....2.....3.....4.....5	Great attitude
Negative attitude	
PARTICIPATION	
1.....2.....3.....4.....5	Consistently participates
Rarely participates	
FOCUS	
1.....2.....3.....4.....5	Consistently focused
Continuous difficulty with focus	
CLASSROOM RESPONSIBILITIES	
1.....2.....3.....4.....5	Consistently responsible
Rarely responsible	
Total Attitude and Effort Points:	
ACADEMIC PORTION - 40 points total	
<i>The below categories are activities included in the curriculum which are offered throughout the year.</i>	
TEAM BUILDING ACTIVITIES (up to 10 points) _____	
CONTRIBUTION TO GROUP DEVELOPMENT (up to 10 points) _____	
PORTFOLIO ACTIVITIES (up to 10 points) _____	
GROUP DISCUSSIONS (up to 10 points) _____	
Total Academic Portion Points:	
FINAL UNIT GRADE:	Parent meeting requested?

Pathways II Computer Use Policy

This policy is specific to the Pathways II program and is meant to compliment the existing policy held by SMHS and RSU 24. . The following restrictions are meant to provide a basis for appropriate computer use while students are at the Pathways II facility. These guidelines are designed to protect the computers and the academic environment.

- Computer use is not allowed in the kitchen area.
- Computers may be used during morning opening, break and lunch as long as other activities are not occurring.
- Food and drink are not allowed by computers.
- Music may be allowed during academic time at the teacher's discretion. Headphones must be used at all times.
- Computers are a supplemental academic tool and are used during class at the teacher's discretion.
- No laptop use outside or in the bathrooms
- Students may only print materials directly related to academic courses. The printers are not for personal use.
- Students are responsible for charging and bringing their laptops to class each day.

Alternative Pathways Re-Entrance Policy

A student who is dismissed from the Alternative Pathways program must re-apply through the traditional application process with their counselor. A Counselor, Administrator or the Alternative Pathways Director reserves the right to determine whether a student is appropriate for placement in the program. If the student is deemed appropriate for re-entrance, the counselor will send a referral form to the Alternative Pathways Director and an initial interview will be established. At the initial interview, the director will ask specific questions targeted at understanding student progress in their particular area of weakness. During this step, it becomes the students' responsibility to convince the Alternative Pathways staff that issues which presented a problem in the past have been resolved.

If academic performance had been an issue, Alternative Pathways would expect to see academic progress for the duration of at least one semester before requesting re-entrance.

If attendance had been an issue, Alternative Pathways would expect the student to have demonstrated success in attending school on a regular basis for a semester before requesting re-entrance.

If behaviors had been an issue for the student, Alternative Pathways would expect the student to demonstrate a discipline free record for a semester before requesting re-entrance.

RE-ENTRANCE SURVEY

All students who wish to continue their educational experience in Pathways from one year to another must reflect on their experience by completing the following survey and participating in a re-entrance interview with the Pathways staff. Space will be provided under each question. Please think about and record your strengths and weaknesses as they pertain to the specific indicators. This must be completed **outside of school**, and the effort put forth will be a direct reflection on your desire to continue in the Pathways program.

Mission

Pathways guides alternative learners toward graduation in a creatively individualized educational approach. We aim to develop within our students a strong sense of respect for self, others and community. These skills are fostered through experiential, community-based learning, student independence and responsibility, and the ongoing development of effective problem solving and group processing strategies.

THE PATHWAYS PROGRAM IS:

- A hands-on experiential learning program which is designed for students who find difficulty learning in a traditional classroom.
- A more individualized form of learning in both course content and pace.
- An opportunity to recover lost credits, and potentially earn enough credits to reach graduation with his/her class.
- A place to work in a more relaxed environment, close to and supported by the high school.
- A chance to learn how to work with people, and group process.
- A way to challenge oneself.

THE PATHWAYS PROGRAM IS NOT:

- An easy way to avoid school.
- Designed to be remedial or take the place of special services.
- Designed to provide upper level courses (such as calculus, lab sciences, or foreign language).
- Designed for someone to “put in time” and get a high school diploma.

AN “IDEAL” CANDIDATE IS ONE WHO:

- Is independently minded.
- Is perhaps seen as unmotivated, but with potential.
- Has a desire to work toward a successful educational experience.
- Has goals for the future, but a hard time working toward those goals.
- May have life circumstances that interfere with concentrating on school.
- May have “hit bottom” and is looking for a second chance.
- May not “fit-in” with peers, seen as either withdrawn or eccentric.
- May need more individualized classroom attention.
- Becomes easily overwhelmed by multiple courses and the high school atmosphere.

Please rate the following as they pertain to your experience thus far in the Pathways program. After rating your performance, please think about your specific strengths and weaknesses in that particular area.

On a scale of one to ten, ten being the highest or most effort, one being the lowest or least effort.

EFFORT: _____

Strengths: _____

Weaknesses: _____

On a scale of one to ten, ten being the greatest attendance, and one being the worst

ATTENDANCE: _____

Strengths: _____

Weaknesses: _____

On a scale of one to ten, ten being the most respectful, one being the least respectful.

RESPECT: _____

Strengths: _____

Weaknesses: _____

On a scale of one to ten, ten being the most participation, and one being the least.

PARTICIPATION: _____

Strengths: _____

Weaknesses: _____

On a scale of one to ten, ten being the greatest academic performance as it relates to your ability, and one being the worst academic performance as it relates to your ability.

ACADEMIC PERFORMANCE: _____

Strengths: _____

Weaknesses: _____

On a scale of one to ten, ten being the most consistent, and one being the least consistent.

CONSISTENCY: _____

Strengths: _____

Weaknesses: _____

On a scale of one to ten, ten being the best attitude, and one being the worst attitude.

ATTITUDE: _____

Strengths: _____

Weaknesses: _____

On a scale of one to ten, ten being the most compliance with Pathways expectations, and one being the least.

COMPLIANCE TO PATHWAYS EXPECTATIONS: _____

Strengths: _____

Weaknesses: _____

On a scale of one to ten, ten being the most willing to learn and improve, and one being the least willing to learn and improve.

WILLINGNESS TO LEARN AND IMPROVE: _____

Strengths: _____

Weaknesses: _____

On a scale of one to ten, ten being the most receptive to feedback, and one being the least receptive to feedback.

WILLINGNESS TO ENGAGE IN INDEPENDENT WORK: _____

Strengths: _____

Weaknesses: _____

ONE MORE STEP.....

Please take an additional sheet of paper to explain your goals for the upcoming school year. What expectations do you have for yourself? Where do you hope to see yourself in June of next year? What will be your greatest challenges, and how will you overcome those? If you are a candidate for early graduation, this is an opportunity to explain your plans and why you feel those plans necessitate early graduation.

Career Pathways Introduction

A "career pathway is a broad category of occupations which are clustered together because they share a general similarity in focus and theme. Each pathway includes occupations from the entry level, which may require little training, to the technical and professional levels, which would require definite higher levels of educational training and/or work experience.

Health & Related Services - Involves providing medical care and/or emergency services to people and animals. Examples: medical sciences; diagnostic sciences; sports medicine; dietetics technology; Mortuary Science; mental health care; dental care; pharmacy services; Medical Office Tech; Patient Care Provider; ophthalmic care; sports and fitness; Emergency Medicine, veterinarian and biotechnology.

Human Services – Involves helping other people with their mental, spiritual, societal, physical or job needs; also, providing services to protect and improve individuals' general comfort and their possessions. Examples: child and family services; government and public administration; cosmetology; barbering and personal care services; Fire Science Technology; criminal justice; law enforcement; food service and management; education; law and social services.

Arts, Humanities & Communications – Involves using artistic abilities in performing arts or working with your hands to create visual arts. Examples: Telecommunications technology; fine arts; interior design; graphic arts and production; creative writing; music; film; video and media arts; journalism and theater arts.

Business, Marketing & Financial – Involves marketing, merchandising and management of enterprises engaged in commerce. Examples: International business/marketing; insurance; human resources; advertising and promotion; hospitality; travel and tourism; information processing and computer services; transportation and logistics; business management; accounting and financial services; sales and retailing and real estate.

Engineering & Industrial Technology – Involves the application of scientific principles to solve practical problems and design, produce and improve products and systems. Also includes the testing, studying, discovering and/or application of scientific principles and theories or methods as they relate to computers and electronics. Examples: Engineering technology; flight training; transportation/mechanics technology; CAD/CAM technology; architecture; manufacturing technology and construction technology.

Natural Resources – Involves environmental planning, education, communications, management of land, water, air as well as fisheries and wildlife; solid and hazardous waste management; parks and outdoor recreation and forestry. Examples: Agriculture production; agriculture processing; mechanization and fabrication; agribusiness and marketing; aquaculture; wildlife management; environmental sciences; horticulture; landscaping and forestry.



Summer Pathways
Chart Your Course

**Career Exploration Internship Program
 Interest Form**

Name: _____ Student ID: _____

Present grade level: _____ Email Address: _____

Home Phone: _____ Cell Phone: _____ Date of birth: _____

Area of interest for internship: _____

Name of company you are interested in: _____

Have you contacted them? _____ Do you need help? _____

Student must provide their own transportation. Do you have transportation? _____ Yes _____ No

Circle the semester/credits you'd like to do for your internship:

Fall Semester (Aug-Dec) Spring Semester (Jan-May) 60 hrs/.5 credit 120 hrs/1 credit

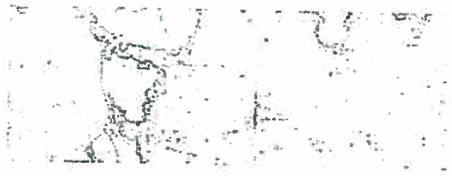
PARENT/GUARDIAN:

Internships are typically done out in the community at a "worksite" and although the student is registered for a program, they do not sit in a classroom, but rather, earn their credit by working at the internship worksite. The student needs to be responsible, dependable and self-motivated, with a desire to learn about the career field in which they are working.

Once your student has discussed the potential internship with you, please sign below. This does not enroll your student in the class, but rather assures that you are aware of the potential internship.

Parent Signature _____ Date _____

 Email Address _____ Phone # _____



Summer Pathways
Chart Your Course

Career Exploration Internship Agreement

Thank you so much for offering _____ an opportunity to intern at _____ . Internships provide students with hands-on experiences that enhance their learning and assist them in developing professional skills. By connecting the classroom to the “real world”, internships also help students explore their skills and abilities in the context of career options.

The Career Exploration Internship program is standards-based, with the following minimum requirements:

1. (Circle one:) 60 or 120 “contact” hours at the work-site or doing work relevant to work- site expectations (with supervisor permission).
2. A mutually-agreed-upon schedule established between student and work-site supervisor. Most students will report daily to the place of business during their regularly-scheduled class period, but this is flexible.
3. Weekly journals and other written requirements must be submitted by the student in a timely manner.
4. Mid-term and final evaluations must be completed by the work-site supervisor. The student is responsible for getting them to their Internship Coordinator. Please refer to the employer timeline.
5. Verification of intern’s contact hours must be submitted by the completion of the internship. This information may be recorded on the Hour Verification sheet provided in the packet or through the employer’s own record keeping system. The student is responsible for providing this data to the Internship Coordinator.

Enclosed in this Worksite Internship Packet, we have outlined some of the program goals and expectations of the supervisor in providing a valuable experience for the intern. Please read them. In summary, we ask that you:

Discuss with the student the expectations each of you has for the internship of the beginning of the relationship.

Work closely with the student to develop goals which enhance his/her professional skills. Provide guidance and support in helping the student work towards meeting those goals. Review and sign the hour verification sheet, checking the time log for accuracy.

Provide ongoing dialogue with the student regarding his/her performance. Positive feedback is always appreciated and negative feedback should be offered in the form of specific suggestions for improvement.

Make certain that the student is not receiving conflicting instructions from two different supervisors.

Complete two formal evaluations for the student in a timely manner.
Contact the Internship Coordinator should you have any questions or concerns.

Be available to meet with the Internship Coordinator to discuss the student's progress and adjust the experience, if necessary, to help the student meet expectations.

Provide training that covers safety and work-site regulations.

Read and sign the "Workers' Compensation Benefits for Students in Work Study..." Form.

Ensure that students do not engage in any illegal or illicit activity.

Obtain written permission from the student's parent/guardian, and notify the Internship Coordinator before requiring a polygraph, drug test or background check.

Ensure that students are accepted and assigned jobs in accordance with the Child Labor Laws and treated equally regardless of race, color, national origin, gender or disability.

I have read, understand and agree to meet the goals and expectations of the Sumner Memorial High School Career Exploration Internship Program.

WORKSITE SUPERVISOR:

_____ Contact Telephone Number(s)

_____ Email Address _____ Date

INTERNSHIP COORDINATOR:

_____ Contact Telephone Number(s)

_____ Email Address _____ Date



Sumner Pathways
Chart Your Course

Career Exploration Internship Program

STUDENT PACKET

Sumner Memorial High School

Career Exploration Internship - Student Packet

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Timeline for Career Exploration Interns

Due immediately only if you are a new intern:

- Student Profile/Placement Information
- Student Agreement
- Objectives of Participation
- Resume
- Cover Letter

Due Immediately from Worksite:

- Career Exploration Internship Work Site Agreement
- Signed, Worker's Compensation form only if intern is not being paid: not necessary if site assignment is within RSU #24.

ALL ABOVE PAPERWORK IS DUE PRIOR TO THE START OF THE INTERNSHIP

Weekly Journal Sheets Due on these dates:

Sept. 1
Sept. 8
Sept. 15
Sept. 22
Sept. 29
Oct. 6
Oct. 13
Oct. 14
Oct. 20
Oct. 27
Nov. 3
Nov. 10
Nov. 17
Nov. 24
Dec. 1
Dec. 8
Dec. 15
Dec. 16

Mid Term Questionnaire and Mid-Term Evaluation

Final Questionnaire and Final Evaluation
Signed Hour Verification Sheet



Sumner Pathways
Chart Your Course

CAREER EXPLORATION INTERNSHIP
STUDENT PROFILE / PLACEMENT INFORMATION

Name: _____

Address: _____ City: _____

Phone: _____ E-mail Address: _____

Cell phone: _____ Date of Birth: _____

Grade Level: _____ Student ID#: _____

Career Interest(s): _____

Placement Site Information:

Name of business: _____

Address: _____

Department (if relevant) _____

Supervisor's Name: _____

Supervisor's Title: _____

Supervisor's Phone: _____ Fax _____

Supervisor's E-Mail: _____

Internship Schedule:



Summer Pathways
Chart Your Course

CAREER EXPLORATION INTERNSHIP
OBJECTIVES OF PARTICIPATION

List three objectives you hope to accomplish through this internship:

1)

2)

3)

Please show this to your site supervisor so they will know what it is you want to see/do throughout this experience. It will be a great starting point for a good discussion about how you both see the internship unfolding. Remember—it is your responsibility to keep the lines of communication open.



Career Exploration Internship

STUDENT AGREEMENT

The Career Exploration Internship program is designed to give students an opportunity to explore a career in their area of interest. The following responsibilities are required for participation in this class.

As a condition for acceptance in the Career Exploration Internship program, I agree:

1. I will be regular in attendance and on time at school and the worksite. I understand that if I do not attend school, I may not go to the worksite. I also understand that I must treat the experience as I would a job and agree to contact my site supervisor if I cannot be there.
2. I agree to give priority to my work site commitment and will not miss being there unless it is **ABSOLUTELY** necessary.
3. I will complete all paperwork on time. I have discussed the grading process with my teacher and understand that tardiness in submitting required assignments will result in a lower grade. If I have extenuating circumstances I will discuss them with my teacher.
4. I understand that my teacher will not be responsible for reminding me about work that is due.
5. I understand working for a family business will not be approved for the internship. I also understand that a family member or friend may not complete my mid-term or final evaluation.
6. I will carry out my career exploration internship in such a manner that I will reflect positively upon the program and my school.
7. I will perform all my duties in a commendable manner, working effectively both independently and with others.
8. I will accept evaluations by my supervisor(s) and will work with my teacher for continued improvement of workplace skills (see Expectations page).
9. I will abide by school rules and regulations, realizing while I am at my internship site, I am in a school program and the appropriate school rules apply.
10. I will adhere to all rules and regulations of the workplace and will act in an ethical manner at all times.
11. If I have any concerns about my placement I will discuss this with my teacher. I realize I may change internship sites at the end of the school term and must remain at the appointed site until this time. Any other arrangement must be approved by my teacher.
12. I will dress appropriately for my internship.

13. I will receive _____ elective credit for this class upon successful completion of all requirements. I also understand that I may take the internship class for a maximum of 2 elective credits.

I fully understand the above statements, and I agree to follow these requirements. If I do not comply, my teacher may choose not to allow me to take the Career Exploration Internship program again.

Student's signature

_____ Student's email

Date: _____

Phone #: _____

I have read and understand my student's requirements as a participant in the Career Exploration Internship Program.

Parent's signature

_____ Parent's email

Date: _____

Phone #: _____

SAMPLE

Johnny Jones
555 Melody Land
Grand Junction, Colorado 81504
(970) 434-7122

Objective

To obtain an internship in which I can learn about kite flying

Education

Sophomore, Sumner Memorial High School – plan to graduate May 2005

Achievements/Involvements/Affiliations

Honor Roll since 6th grade
Marching band award
Staff Member “High School Times”
Member Central High School girls’ varsity volleyball team

Work Experience

August 2012 - March 2013

Wendy’s Hamburgers – Counter Person –
Served food, cashiered, closed in
evening

Summer 2012

Ellsworth Food Bank – Volunteer -
Sorted food, distributed food

September 2011 - May 2012

Blank Middle School – Student Aide -
Assisted 6th grade math teacher

Hobbies, Interests

Design and make kites
Repair kites
Read recent materials on kite making
Play guitar

References available upon request

SAMPLE

555 Melody Lane
Sullivan, ME 04609
June 4, 2012

Mr. James King
Ellsworth Kites
333 Main Street
Ellsworth, ME 04609

Dear Mr. King,

I am interested in obtaining an internship with Ellsworth Kites in order to expand my knowledge about designing and repairing kites. I am providing a resume with pertinent information about my experience in this field.

(This paragraph addresses why you are submitting the resume—what do you want/want is your intention?)

As a young child I was introduced to kites and look forward to windy days in which I can hone my skills. I have designed many kites, based on the research I have done, which I would love to show you.

My career goal is to learn to produce kites with different kinds of materials, utilizing many of the designs of other countries. This internship will be an outlet for me to see what other people are doing in the field and for me to try my skills in the profession.

(This paragraph, or paragraphs—no more than 3—gives information about your goals, skills, plans....)

I look forward to interning at your place of business and can be reached at home (434-7122) to set up an interview at a time that is convenient for you.

(This paragraph tells them what you are going to do or what you want them to do)

Sincerely,
(sign your name)

Johnny Jones



Weekly Journal Sheet

Name: _____

Date: (week of) _____

- This week I completed the following activities:

- What did you learn through the above activities?

- What new skills did you learn this week?

- Why is this new skill important to your understanding the career?

- How does this relate to something you are currently doing in the classroom or through a school activity?
This does not just relate to your courses (for example math, English, etc.)...please also refer to the Career Prep Standards

- Do you have any concerns or questions about the internship?

Record your hours worked this week:

Monday:

Saturday:

Tuesday:

Sunday:

Wednesday:

Thursday:

Friday:



Mid-Term Questionnaire

Name _____ Job Site _____

Supervisor's Name _____

1. What skills are you learning in your internship (don't forget the Maine Career Preparation Standards in your answer)?
2. What are your responsibilities?
3. Are your internship experiences meeting your goals? Please explain.
4. What has been the most interesting/exciting part of your internship so far?
5. What would you like to gain from your internship that you are not presently learning?
6. Have your ideas about this career changed during your internship? How?
7. Are you considering this as a future career? Has the internship affected your views?
8. Are you experiencing any difficulties with the internship or do you have any questions about it?



End-of-Term Internship Questionnaire/Essay

Student Name _____

Supervisor Name _____ Date _____

1. Were you challenged by learning new skills? If so, did you continue to improve throughout your time on the job site? Explain.
2. What was the most important thing you learned from the internship?
3. What are two things you learned about yourself and your fit in this career? Explain.
4. What was your most valuable experience?
5. Were your goals met? How were they met or why weren't they met?
6. Is there anything you would like to see changed about (1) internships at this work site and/or (2) the Internship program in general?
7. Do your personality and values make this a good career choice for you? How?
8. Are there any downsides to this career and how will you cope with them?
9. How do you intend to obtain additional training/education to pursue this career?

Once you have answered these questions, please **write a reflective essay** about your experience during this Career Exploration Internship. Please be comprehensive about what you learned, and how you will use this experience to guide you toward your aspirations.



Sumner Pathways
Chart Your Course

CAREER EXPLORATION INTERNSHIP PROGRAM

Expectations Worksite May Have of You

This program outlines standards that represent those skills employers feel are necessary to be successful in any job or career. They are:

- **Communication skills** – Demonstrates the ability to receive and relay information clearly and effectively.
- **Organizational skills** – Demonstrates the ability to effectively and efficiently operate within a workplace.
- **Thinking skills** – Demonstrates the ability to use reasoning.
- **Worker qualities** – Demonstrates the characteristics of an effective worker.
- **Technology skills** – Demonstrates the ability to work with a variety of technologies and equipment.

So...take an assessment of yourself. Can you meet these expectations?

- 1) **Ability to communicate** - Do you have the ability to organize your thoughts and ideas effectively? Can you express them clearly when speaking or writing? Can you present your ideas in a persuasive way?
- 2) **Pay attention** – Can you understand assignments? Learn details of operations? Contribute ideas to your work?
- 3) **Self-confidence** – Are you able to deal positively and effectively with situations and people?
- 4) **Willing to accept responsibility** – Are you someone who recognizes what needs to be done and is willing to do it?
- 5) **Initiative** – Do you have the ability to identify the purpose for work and to take action?
- 6) **Leadership** – can you guide and direct others to obtain the recognized objectives?
- 7) **Energy level** – Do you demonstrate forcefulness and the capacity to make things move ahead? Can you maintain your work effort at an above-average rate?
- 8) **Imagination** – Can you confront and deal with problems that may not have standard solutions? 9) **Flexibility** – Are you capable of changing and being receptive to new situations and ideas?
- 10) **Interpersonal skills** – Do you encourage individuals to become effective, enthusiastic members of a team?

11) Self-knowledge – Can you realistically assess your own capabilities? See yourself as others see you? Clearly recognize your strengths and weaknesses?

12) Ability to handle conflict – Can you successfully contend with stress situations and antagonism?

13) Competitiveness – Do you have the capacity to compete with others and the willingness to be measured by your performance in relation to that of others?

14) Goal achievement – Can you identify and work toward specific goals? Do such goals challenge your abilities?

15) Vocational skills – Do you possess the combination of education and skills required for the position you are seeking?



Career Exploration Internship Program

WORKSITE INTERNSHIP PACKET

Sumner Memorial High School

Career Exploration Internship - Worksite Supervisor Packet

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Timeline for Worksite Internship

Item:	Date:
Work Site Agreement Workers	Prior to start date
Compensation Form	Prior to start date
Mid Term Evaluation	TBD
Final Evaluation	TBD
Signed Hours Log	

The following is for your information only:

Students: Due immediately only if you are a new intern:

- Student Profile/Placement Information
- Student Agreement
- Objectives of Participation
- Resume/Cover Letter

Due Immediately from Worksite:

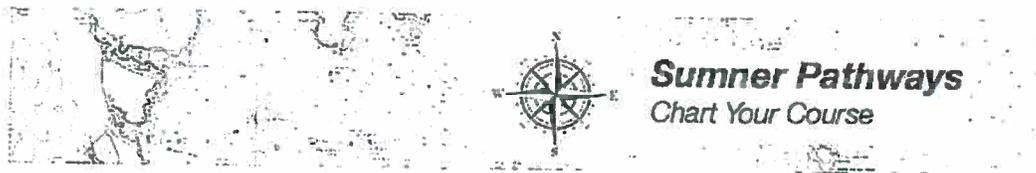
- Career Exploration Internship WorkSite Agreement
- Worker's Compensation form

Due weekly: journal sheets

Date TBD Mid Term Questionnaire & Evaluation

Date TBD Final Questionnaire and Final Evaluation

Signed Hour Verification Sheet with 60 or 120 hours total



Career Exploration Internship Work-Site Agreement

Thank you so much for offering _____ an opportunity to intern at _____ . Internships provide students with hands-on experiences that enhance their learning and assist them in developing professional skills. By connecting the classroom to the “real world”, internships also help students explore their skills and abilities in the context of career options.

The Sumner Memorial High School Career Exploration Internship program is standards-based with the following minimum requirements:

1. (Circle one:) 60 or 120 “contact” hours at the work-site or doing work relevant to work- site expectations (with supervisor permission).
2. A mutually-agreed-upon schedule established between student and work-site supervisor. Most students will report daily to the place of business during their regularly-scheduled class period, but this is flexible.
3. Weekly journals and other written requirements must be submitted by the student in a timely manner.
4. Mid-term and final evaluations must be completed by the work-site supervisor. The student is responsible for getting them to the Internship Coordinator. Please refer to the employer timeline.
5. Verification of intern’s contact hours must be submitted by the completion of the internship. This information may be recorded on the Hour Verification sheet provided in the packet or through the employer’s own record keeping system. The student is responsible for providing this data to the Internship Coordinator.

Enclosed in this Worksite Internship Packet, we have outlined some of the program goals and expectations of the supervisor in providing a valuable experience for the intern. Please read them. In summary, we ask that you:

Discuss with the student the expectations each of you has for the internship of the beginning of the relationship.

Work closely with the student to develop goals which enhance his/her professional skills. Provide guidance and support in helping the student work towards meeting those goals. Review and sign the hour verification sheet, checking the time log for accuracy.

Provide ongoing dialogue with the student regarding his/her performance. Positive feedback is always appreciated and negative feedback should be offered in the form of specific suggestions for improvement.

Make certain that the student is not receiving conflicting instructions from two different supervisors.

Complete two formal evaluations for the student in a timely manner.
Contact the Internship Coordinator should you have any questions or concerns.

Be available to meet with the Internship Coordinator to discuss the student's progress and adjust the experience, if necessary, to help the student meet expectations.

Provide training that covers safety and work-site regulations.

Read and sign the "Workers' Compensation Benefits for Students in Work Study..." Form.

Ensure that students do not engage in any illegal or illicit activity.

Obtain written permission from the student's parent/guardian, and notify the Internship Coordinator before requiring a polygraph, drug test or background check.

Ensure that students are accepted and assigned jobs in accordance with the Child Labor Laws and treated equally regardless of race, color, national origin, gender or disability.

I have read, understand and agree to meet the goals and expectations of the Sumner Memorial High School Career Exploration Internship program.

WORKSITE SUPERVISOR NAME: _____

Contact Telephone Number(s) _____

Email Address _____ Date _____

INTERNSHIP SUPERVISOR NAME: _____

Contact Telephone Number(s) _____

Email Address _____ Date _____



**Workers' Compensation Coverage for Students
Career Exploration Internship Program**

Student Name: _____

School: _____

Worksite Name: _____

Address: _____

Phone: _____

The above named worksite, hereinafter the "Worksite" is cooperating with Sumner Memorial High School, hereinafter the "School" in the Career Exploration Internship program, in which the above named student, hereinafter the "Student" will be taught through a coordinated combination of in-school instruction and on-the-job training.

The parties recognize that Maine Statute #, provides that the worksite will be deemed an Employer of the Student for the purpose of Workers' Compensation if the Student is receiving wages.

However, if the Student is not receiving wages and is involved in a Work Study, Student Internship, or other instructional program through the school or District, the District hereby agrees to cover the student under the District policy for the purpose of Workers' Compensation. This coverage will only be in effect for the period of time that the Student is enrolled in a program described above.

Job Start Date: _____

Job Ending Date: _____

Signatures Required:

Worksite Supervisor: _____ Date: _____

Internship Coordinator: _____ Date: _____

District Insurance Officer: _____ Date: _____



Sumner Pathways
Chart Your Course

WHAT TO DO IF....

If Your Intern is Hurt on the Job:

If the student interning at your business is hurt while on the premises, please use the following protocol:

Send the student to the emergency room of Maine Coast Memorial Hospital: 664-5340

Contact the Internship Coordinator at: _____

The Coordinator will directly fax you an Accident Report for your completion and will request that you fax the completed form back.

If your Intern is not meeting expectations:

If your Intern is not meeting the expectations of the contract, if they are chronically late or absent, or if there is an issue with compliance,

Please contact the Internship Coordinator immediately to set up a meeting

Phone: _____

email: _____



Sumner Pathways
Chart Your Course

Expectations of the Supervisor/Worksite

As a worksite you can help our students by providing an opportunity to work with a professional from your business. Students are asked to complete a minimum of 60 hours of internship experience during the term and complete all of the requisite paperwork. In return, they will be given ____ elective credit toward their graduation requirements.

Students will benefit by learning new skills related to their career interest. You benefit by providing what the school cannot...real insight into what a professional does, the kind of work performed at your place of business, and the qualities that make one successful! The intern is asked to keep a journal of their hours worked, thus helping them to gain insight into the experience and to hone their organizational skills.

Other benefits for the student include: increased motivation to work, enhanced job skills, insight and knowledge regarding a specific job, direction for future education and training, a letter of reference for future job search and possible future employment.

We appreciate if you would:

- Provide an internship which offers the student exposure to their field of interest.
- Review progress with the intern and answer any questions they may have Submit timely brief evaluations which will contribute to the student's grade (in packet).
- Maintain contact with the Internship Coordinator at the student's local school if there are any problems or concerns.
- Sign the student time verification sheet
- Provide a safe working environment and follow the recommended procedures outlined in this packet should an accident occur
- Provide a letter of reference if the student has performed to your expectation



Summer Pathways
Chart Your Course

Tips for Working with High School Students

- High school students want most to be valued. They are eager to engage in conversations that are genuine dialogues and gravitate towards adults who listen to their viewpoints. They won't listen to people who are perceived as lecturing or "saving" them.
- Fairness is an important value for high school students. Playing favorites or not giving each student a fair share is seen as negative behavior. If you have more than one student as an intern, be sure to give them an equal chance to participate.
- It is "cool" to be passive. Many high school students will not demonstrate their curiosity, even if they are functioning at a high level. Don't be discouraged, as they become more familiar with their surroundings, they will usually open up and be more willing to engage.
- The most important "others" to high school students are their peers. Peer leadership is frequently flexible. Someone who is a leader in athletic situations may be an enthusiastic follower in another.
- High school students want to be idealistic, even if their own situations may not be positive. Although definitions of "success" may differ, high school students want to be successful.
- High school students will frequently surprise you. Most often that surprise is a joyous occasion. If you genuinely regard learning as a joint activity between you and the students, your experience will be memorable.



Summer Pathways
Chart Your Course

Career Exploration Internship Program COPY OF STUDENT AGREEMENT

The Career Exploration Internship Class is designed to give students an opportunity to explore a career in their area of interest. The following responsibilities are required for participation in this class.

As a condition for acceptance in the Career Exploration Internship Class, I agree:

1. I will be regular in attendance and on time at school and the worksite. I understand that if I do not attend school, I may not go to the worksite. I also understand that I must treat the experience as I would a job and agree to contact my site supervisor if I cannot be there.
2. I agree to give priority to my work site commitment and will not miss being there unless it is **ABSOLUTELY** necessary.
3. I will complete all paperwork on time. I have discussed the grading process with my teacher and understand that tardiness in submitting required assignments will result in a lower grade. If I have extenuating circumstances I will discuss them with my teacher.
4. I understand that my teacher will not be responsible for reminding me about work that is due.
5. I understand working for a family business will not be approved for the internship. I also understand that a family member or friend may not complete my mid-term or final evaluation.
6. I will carry out my career exploration internship in such a manner that I will reflect positively upon the program and my school.
7. I will perform all my duties in a commendable manner, working effectively both independently and with others.
8. I will accept evaluations by my supervisor(s) and will work with my teacher for continued improvement of workplace skills (see Expectations page).
9. I will abide by school rules and regulations, realizing while I am at my internship site, I am in a school program and the appropriate school rules apply.
10. I will adhere to all rules and regulations of the workplace and will act in an ethical manner at all times.
11. If I have any concerns about my placement I will discuss this with my teacher. I realize I may change internship sites at the end of the school term and must remain at the appointed site until this time. Any other arrangement must be approved by my teacher.

12. I will dress appropriately for my internship.

13. I will receive _____ elective credit for this class upon successful completion of all requirements. I also understand that I may take the internship class for a maximum of 2 elective credits.

I fully understand the above statements, and I agree to follow these requirements. If I do not comply, my teacher may choose not to allow me to take the Career Exploration Internship program again.

Student's signature: _____ Date: _____

I have read and understand my student's requirements as a participant in the Career Exploration Internship program.

Parent's signature: _____ Date: _____



**Career Exploration Internship
Mid Term Evaluation**

Name of Student: _____

Name of Evaluator: _____

Please rate the student in the following qualities. Check the level of performance that best reflects the student's behavior. Please feel free to add comments at the bottom or back of the page.

Grade point value is total out of 36 points:	1 Bad	1.5 Poor	2 Average	2.5 Good	3 Excellent
1. Shows up to work on time					
2. Attitude					
3. Listens and follows directions					
4. Manages time well					
5. Self Motivated					
6. Works well with others					
7. Accepts responsibility					
8. Flexibility					
9. Dressed Appropriately					
10. Organization					
11. Public Relations					
12. Quality of workmanship					

Comments: _____

Intern's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____



Summer Pathways
Chart Your Course

Career Exploration Internship Program
Final Internship Evaluation

Please select the appropriate response and comment as needed.

Name of Intern: _____

Name of Evaluator: _____

COOPERATION

- (6) Gets along well with others; is friendly and helpful
- (5) Cooperates willingly; gets along with others
- (4) Usually gets along with others
- (3) Does not work well with others
- (2) Is antagonistic; pulls against rather than works with others

INITIATIVE

- (6) Is resourceful; looks for tasks to learn and do
- (5) Is fairly resourceful; does well by him/herself
- (4) Does routine work acceptably
- (3) Takes very little initiative; requires urging
- (2) Takes no initiative; has to be instructed repeatedly

COURTESY

- (6) Is very courteous and very considerate of others
- (5) Is considerate and courteous
- (4) Usually is polite and considerate of others
- (3) Is not particularly courteous in action or speech
- (2) Has been discourteous to the public and staff

ATTITUDE TOWARD CONSTRUCTIVE CRITICISM

- (6) Accepts criticism and improves greatly
 - (5) Accepts criticism and tries to do better
 - (4) Doesn't pay attention to criticism
 - (3) Doesn't profit by criticism
 - (2) Resents criticism
-
-

KNOWLEDGE OF JOB

- (6) Knows job well and shows desire to learn more
 - (5) Understands work, needs little supervision
 - (4) Has learned necessary routine but needs supervision
 - (3) Pays little attention to learning job
 - (2) Has not tried to learn
-
-

ACCURACY OF WORK

- (6) Very seldom makes errors; does work of very good quality
 - (5) Makes few errors; is careful, thorough, and neat
 - (4) Makes errors; shows average care, thoroughness and neatness
 - (3) Is frequently inaccurate and careless
 - (2) Is extremely careless
-
-

WORK ACCOMPLISHED

- (6) Is fast and efficient; the production is well above average
 - (5) Works rapidly; output is above average
 - (4) Works with ordinary speed; work is generally satisfactory
 - (3) Is slower than average
 - (2) Is very slow; output is unsatisfactory
-
-

WORK HABITS

- (6) Is industrious; concentrates very well
 - (5) Seldom wastes time; is reliable
 - (4) Wastes time occasionally; is usually reliable
 - (3) Frequently wastes time; needs close supervision
 - (2) Habitually wastes time; has to be watched and prodded along
-
-

ADAPTABILITY

- (6) Learns quickly; is adept at meeting changing conditions
 - (5) Adjusts readily
 - (4) Makes necessary adjustments after considerable instruction
 - (3) Is slow in grasping ideas; has difficulty adapting to new situations
 - (2) Can't adjust to changing conditions
-
-

PERSONAL APPEARANCE-Neatness and personal care

- (6) Is excellent in appearance; looks very well all of the time
 - (5) Is very good in appearance; looks neat most of the time
 - (4) Is passable in appearance but should make effort to improve
 - (3) Often neglects appearance
 - (2) Is extremely careless in appearance
-
-

PUNCTUALITY

- (6) Never tardy except for unavoidable emergencies
 - (5) Seldom tardy
 - (4) Punctuality could be improved
 - (3) Very often tardy
 - (2) Too frequently tardy
-
-

ATTENDANCE

- (6) Never absent except for an unavoidable emergency
 - (5) Dependable
 - (4) Usually dependable
 - (3) Not regular enough in attendance
 - (2) Too frequently absent
-
-

Interns Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____



Sumner Pathways
Chart Your Course

Career Exploration Internship Program Guiding Principles

THE GUIDING PRINCIPLES – The knowledge and skills described in the Maine Department of Education Regulation 132 support Maine students in achieving the goals established in Maine's Guiding Principles. The Guiding Principles state that each Maine student must leave school as:

A clear and effective communicator who:

1. Demonstrates organized and purposeful communication in English and at least one other language;
2. Uses evidence and logic appropriately in communication;
3. Adjusts communication based on the audience; and
4. Uses a variety of modes of expression (spoken, written, and visual and performing including the use of technology to create and share the expressions);

A self-directed and lifelong learner who:

1. Recognizes the need for information and locates and evaluates resources;
2. Applies knowledge to set goals and make informed decisions;
3. Applies knowledge in new contexts;
4. Demonstrates initiative and independence;
5. Demonstrates flexibility including the ability to learn, unlearn, and relearn;
6. Demonstrates reliability and concern for quality; and
7. Uses interpersonal skills to learn and work with individuals from diverse backgrounds;

C. A creative and practical problem solver who: [1995, c. 649, §1 (new).]

1. Observes and evaluates situations to define problems;
2. Frames questions, makes predictions, and designs data/information collection and analysis strategies;
3. Identifies patterns, trends, and relationships that apply to solutions;
4. Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response;
5. Sees opportunities, finds resources, and seeks results;
6. Uses information and technology to solve problems; and
7. Perseveres in challenging situations;

D. A responsible and involved citizen who:

1. Participates positively in the community and designs creative solutions to meet human needs and wants;
2. Accepts responsibility for personal decisions and actions;
3. Demonstrates ethical behavior and the moral courage to sustain it;

4. Understands and respects diversity;
 5. Displays global awareness and economic and civic literacy; and
 6. Demonstrates awareness of personal and community health and wellness;
- E. An integrative and informed thinker who:
1. Gains and applies knowledge across disciplines and learning contexts and to real life situations with and without technology;
 2. Evaluates and synthesizes information from multiple sources;
 3. Applies ideas across disciplines; and
 4. Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes.

Career Preparation Standards

A. Learning about Self-Knowledge and Interpersonal Relationships

1. Self-Knowledge and Self-Concept
2. Beliefs and Behaviors that Lead to Success
3. Interpersonal Skills
4. Career and Life Roles

B. Learning About and Exploring Education, Career, and Life Roles

1. Relationships among Learning, Work, the Community, and the Global Economy
2. Skills for Individual/Personal Success in the 21st Century
3. Education and Career Information

C. Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions

1. The Planning Process
2. Decision-Making
3. Influences on Decision-Making
4. Societal Needs and Changes that Influence Workplace Success



Sumner Pathways
Chart Your Course

Career Exploration Internship

CAREER PATHWAYS

In order to more clearly help students define what career areas they would be most interested in, categories were formed which follow the natural division lines of most jobs. These are:

- Health and Related Services
- Arts, Humanities & Communication
- Engineering & Industrial Technology
- Human Services
- Natural Resources
- Business, Marketing & Financial

Along with helping students realize the different areas of employment, there are Career Preparation Standards that each student will be required to meet.

Workplace Standards

Communication Skills: Demonstrates the ability to receive and relay information clearly and effectively (Listening, speaking, writing, interpreting, negotiating, persuading)

Organizational Skills: Demonstrates the ability to effectively and efficiently operate within a workplace (Planning, time management, using resources, systems thinking, evaluating)

Thinking Skills: Demonstrates the ability to use reasoning (Solving problems, making decisions, thinking creatively, learning, analyzing, and using mathematics)

Worker Qualities: Demonstrates the characteristics of an effective worker (Self-management, team member, responsibility, flexibility, leadership, diversity)

Technology Skills: Demonstrates the ability to work with a variety of technologies and equipment (Computer literate; selects, applies and uses technology and technology information)

Weekly Journal Sheet

Name: _____

Date: (week of) _____

This week I completed the following activities:

What did you learn through the above activities?

What new skills did you learn this week?

Why is this new skill important to your understanding the career?

How does this relate to something you are currently doing in the classroom or through a school activity? This does not just relate to your courses (for example math, English, etc.)...please also refer to the Career Prep Standards

Do you have any concerns or questions about the internship?

Record your hours worked this week:

Monday:

Saturday:

Tuesday:

Sunday:

Wednesday:

Thursday:

Friday:

Evidence submitted by RSU #24 relative to:

- 4. Evidence the system of supports for students is being refined to close achievement gaps**

Note: In addition to this evidence, RSU 24 also utilizes RTI programming supports such as IXL ELA, IXL Math, and Read 180 in order to close achievement gaps

**Student Response Team
Referral Form**

Student: _____ **Grade:** _____ **Date:** _____

Referred By: _____

Initial issue for referral: Behavioral Academic Social/Emotional Other at-risk issue
Give specific examples, including conditions where the concern is evident:

Interventions/instructional strategies attempted to date: (check all that apply)

- | | |
|--|----------------------------------|
| _____ Use of strength area(s) to support concern | _____ Individualized Instruction |
| _____ Materials Modification/Management | _____ Use of Incentives |
| _____ Environmental Modifications | _____ Cooperative Learning |
| _____ Peer Instruction | _____ Other |

Of all listed above, what works and what does not work?

Other comments/concerns:

Suggested invitees:

THE STUDENT RESPONSE TEAM (SRT) PROCESS

The student response team process is a process in which information is shared and creative strategies/interventions are suggested, implemented, and tracked to address an academic, emotional, or behavioral concern in the regular education setting. Core team members are the school social worker, guidance counselor, special education teacher, after school coordinator, and principal. Additional general education teacher(s) will be asked to attend meetings depending on the individual student and issue at hand. The school social worker is the facilitator of the student response team process and is responsible for scheduling and coordination. The building principal will serve as a support to the team, will attend the student response team meetings, and assist as needed. All other team members will assist in the creative planning, the monitoring of interventions, and will be available to assist the classroom teacher.

The classroom teacher will fill out a SRT referral form and notify the school social worker when a student response meeting is requested. The SRT referral form documents the present concerns, what interventions and instructional strategies have already been tried, and a summary of the present level of academic functioning.

During the initial student response team meeting, a review of the area of concern should be conducted and recorded on the Student Response Team Minutes Form. Data to discuss may include: student strengths, educational history, record of progress, test scores, attendance, and classroom behavior. Based on all of the information provided, creative suggestions/interventions should be generated for appropriate learning, emotional, and behavioral experiences which are commensurate with the student's age and ability level in the regular education setting. When recommendations are made, each assigned member will be expected to follow up and keep documentation on the student's response to the intervention using the SRT documentation form.

A follow up student response team meeting will be scheduled at the initial meeting. At the follow up SRT meeting(s), the results of the attempted creative suggestions/interventions will be evaluated, and the team members will decide if further adaptations or modifications are necessary.

Areas of Concern/Needs: (check all that apply/circle key areas to target for interventions)

Language Arts:	Mathematics:	Behavior:	Other:
<input type="checkbox"/> Phonemic Awareness	<input type="checkbox"/> Counting/Number sense	<input type="checkbox"/> Noncompliance	<input type="checkbox"/> Science
<input type="checkbox"/> Phonics	<input type="checkbox"/> Basic math Facts	<input type="checkbox"/> Motivation	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Sight Word Vocabulary	<input type="checkbox"/> Place Value	<input type="checkbox"/> Peer relations	<input type="checkbox"/> Medical Concerns
<input type="checkbox"/> Fluency	<input type="checkbox"/> Equality	<input type="checkbox"/> Withdrawn/Moody	<input type="checkbox"/> Motor Skills
<input type="checkbox"/> Reading Vocabulary	<input type="checkbox"/> Estimation	<input type="checkbox"/> Verbally Aggressive	<input type="checkbox"/> Fine Motor
<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Geometry	<input type="checkbox"/> Physically Aggressive	<input type="checkbox"/> Gross Motor
<input type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Word Problems	<input type="checkbox"/> Social Difficulties	<input type="checkbox"/> Speech
<input type="checkbox"/> Inferences	<input type="checkbox"/> Algebra	<input type="checkbox"/> Frequently Inattentive	<input type="checkbox"/> Artic, Voice, Fluency
<input type="checkbox"/> Literal	<input type="checkbox"/> Measurement	<input type="checkbox"/> Hyperactive	<input type="checkbox"/> Language
<input type="checkbox"/> Non-literal	<input type="checkbox"/> Probability	<input type="checkbox"/> Impulsive	<input type="checkbox"/> Receptive
<input type="checkbox"/> Main Idea	<input type="checkbox"/> Problem-Solving	<input type="checkbox"/> Disorganized	<input type="checkbox"/> Expressive
<input type="checkbox"/> Retell Storing	<input type="checkbox"/> Fractions	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Pragmatic
<input type="checkbox"/> Written Expression	<input type="checkbox"/> Data Analysis	_____	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Conventions	<input type="checkbox"/> Other: _____	_____	_____
<input type="checkbox"/> Content	_____	_____	_____
<input type="checkbox"/> Other: _____	_____	_____	_____

Current Assessment Information for Area(s) of Concern:

(ie: running record, math facts known, sight words known, # targeted comprehension questions correct, benchmark testing results----may attach score report, etc.)

Interventions/Strategies Developed for Targeted Area(s) of Concern

What will occur to help improve the targeted area(s) of concern (Focus on the greatest area(s) of concern first)- include who will be responsible for implementing intervention(s), materials or program(s) that will be used, how the student's progress will be monitored, the date that the intervention will begin and end, and the amount of time the intervention will be delivered:

Date _____

Meeting Notes- 1st Meeting

Review Meeting Date: (should be within 6 weeks) _____

Signatures of Attendees

_____	_____
_____	_____
_____	_____
_____	_____

Meeting # _____

Student: _____ Date of Meeting: _____

IX. Results of Implemented Intervention:

Results	Date	Measured Used	Results
Area of Concern 1			
Area of Concern 2			

X. Progress (check one):

Target skill mastered – Discontinue initial intervention(s)

Student making progress – Continue Intervention(s) proven effective

Modify intervention to meet student's needs-Document new intervention below

Insufficient progress – refer to IEP Team for Consideration (give to EC chair within one week)

Rationale for Decision:

Interventions/Strategies developed for targeted area(s) of concern

Date _____

Meeting Notes- Meeting # _____

Review Meeting Date: (should be within 6 weeks) _____

Signatures of Attendees

_____	_____
_____	_____
_____	_____
_____	_____

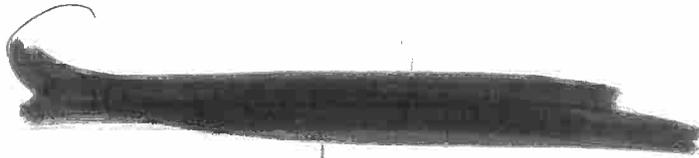
Evidence submitted by RSU #24 relative to:

- 5. Evidence piloting of assessments and their rubrics for determining proficiency is underway in the 2014-2015 pilot and refining year**

Name _____

Period 1

Scoring Guide	Exemplary	Proficient	Emerging	Incomplete
	The solution demonstrates these characteristics:			
Mathematics Knowledge and Thinking (Items 1b, 2c, 3)	<ul style="list-style-type: none"> Clear and accurate understanding of <u>midpoint</u> and the <u>Angle Addition Postulate</u> 	<ul style="list-style-type: none"> A functional understanding of midpoint and the Angle Addition Postulate 	<ul style="list-style-type: none"> Partial understanding of midpoint and the Angle Addition Postulate 	<ul style="list-style-type: none"> Little or no understanding of midpoint and the Angle Addition Postulate
Problem Solving (Items 1, 2, 3)	<ul style="list-style-type: none"> An appropriate and efficient strategy that results in a <u>correct answer</u> 	<ul style="list-style-type: none"> A strategy that may include unnecessary steps but results in a correct answer 	<ul style="list-style-type: none"> A strategy that results in some incorrect answers 	<ul style="list-style-type: none"> No clear strategy when solving problems
Mathematical Modeling / Representations (Item 3)	<ul style="list-style-type: none"> Clear and accurate understanding of <u>creating an equation</u> to represent the Angle Addition Postulate 	<ul style="list-style-type: none"> A functional understanding of creating an equation to represent the Angle Addition Postulate 	<ul style="list-style-type: none"> Partial understanding of creating an equation to represent the Angle Addition Postulate 	<ul style="list-style-type: none"> Inaccurate or incomplete understanding of creating an equation to represent the Angle Addition Postulate
Reasoning and Communication (Items 2c, 3c)	<ul style="list-style-type: none"> Precise use of the term <u>midpoint</u> and other math terms to justify a statement concluding that the given coordinates for point <i>N</i> are incorrect Precise explanation of the <u>Angle Addition Postulate</u> and its relationship to $\angle ADB$, $\angle BDC$, and $\angle ADC$ 	<ul style="list-style-type: none"> Adequate understanding of the term <i>midpoint</i> with somewhat correct explanation to justify a statement concluding that the given coordinates for point <i>N</i> are incorrect Adequate explanation of the Angle Addition Postulate and its relationship to $\angle ADB$, $\angle BDC$, and $\angle ADC$ 	<ul style="list-style-type: none"> Misleading or confusing explanation to justify a statement concluding that the given coordinates for point <i>N</i> are incorrect Misleading or confusing explanation of the Angle Addition Postulate and its relationship to $\angle ADB$, $\angle BDC$, and $\angle ADC$ 	<ul style="list-style-type: none"> Incomplete or inaccurate statement to justify whether or not the given coordinates for point <i>N</i> are correct Incomplete or inaccurate explanation of the Angle Addition Postulate and its relationship to $\angle ADB$, $\angle BDC$ and $\angle ADC$



- X1) The distance between points A and B is 200 meters
- X2) The midpoint of \overline{AB} is 100 meters
- X3) The first aid booth is at 50 meters

2) $\sqrt{(9-1)^2 + (10-4)^2}$ 10 km

$$8^2 + 6^2$$

$$64 + 36$$

$$\sqrt{100} = 10$$

B) 10 $\frac{1}{5}$ km x

C) ~~The~~ The coordinates for point N are (3, $\frac{11}{2}$)

$(\frac{1+11}{2}, \frac{10+10}{2})$ $(\frac{12}{2}, \frac{20}{2})$

$(6, 10)$

$(5, 7)$ ✓

x You want \overline{NC} , not \overline{BN}

3) $x + (x+10) = 60$ $m\angle ADB = 25^\circ$

$$2x + 10 = 60$$

$$2x = 50$$

$$x = 25$$

B) $25 + 10 =$ $m\angle BDC = 35^\circ$

C) I used the Angle Addition Postulate to answer A and B. It helped write an equation because all I had to do is take angle A ($\angle ADB$), add it to angle B ($\angle BDC$), and set it equal to angle C ($\angle ADC = 60^\circ$)

Name [Redacted]

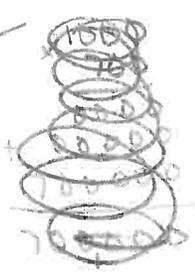
Period 1

Scoring Guide	Exemplary	Proficient	Emerging	Incomplete
	The solution demonstrates these characteristics:			
Mathematics Knowledge and Thinking (Items 1b, 2c, 3)	<ul style="list-style-type: none"> Clear and accurate understanding of <u>midpoint</u> and the <u>Angle Addition Postulate</u> 	<ul style="list-style-type: none"> A functional understanding of midpoint and the Angle Addition Postulate 	<ul style="list-style-type: none"> Partial understanding of midpoint and the Angle Addition Postulate 	<ul style="list-style-type: none"> Little or no understanding of midpoint and the Angle Addition Postulate
Problem Solving (Items 1, 2, 3)	<ul style="list-style-type: none"> An appropriate and efficient strategy that results in a <u>correct answer</u> 	<ul style="list-style-type: none"> A strategy that may include unnecessary steps but results in a correct answer 	<ul style="list-style-type: none"> A strategy that results in some incorrect answers 	<ul style="list-style-type: none"> No clear strategy when solving problems
Mathematical Modeling / Representations (Item 3)	<ul style="list-style-type: none"> Clear and accurate understanding of <u>creating an equation</u> to represent the Angle Addition Postulate 	<ul style="list-style-type: none"> A functional understanding of creating an equation to represent the Angle Addition Postulate 	<ul style="list-style-type: none"> Partial understanding of creating an equation to represent the Angle Addition Postulate 	<ul style="list-style-type: none"> <u>Inaccurate or incomplete understanding of creating an equation</u> to represent the Angle Addition Postulate
Reasoning and Communication (Items 2c, 3c)	<ul style="list-style-type: none"> <u>Precise use of the term midpoint</u> and other math terms to justify a statement concluding that the given coordinates for point N are incorrect Precise explanation of the <u>Angle Addition Postulate</u> and its relationship to $\angle ADB$, $\angle BDC$, and $\angle ADC$ 	<ul style="list-style-type: none"> Adequate understanding of the term <u>midpoint</u> with somewhat correct explanation to justify a statement concluding that the given coordinates for point N are incorrect Adequate explanation of the Angle Addition Postulate and its relationship to $\angle ADB$, $\angle BDC$, and $\angle ADC$ 	<ul style="list-style-type: none"> Misleading or confusing explanation to justify a statement concluding that the given coordinates for point N are incorrect Misleading or confusing explanation of the Angle Addition Postulate and its relationship to $\angle ADB$, $\angle BDC$, and $\angle ADC$ 	<ul style="list-style-type: none"> Incomplete or inaccurate statement to justify whether or not the given coordinates for point N are correct Incomplete or inaccurate explanation of the Angle Addition Postulate and its relationship to $\angle ADB$, $\angle BDC$ and $\angle ADC$

Embedded Assessment 2 700

- 1)
- A) 1400 meters x
 - B) In between 16 and 20, so 18. ✓
 - C) In between 8 and 12, so 10. x

$$\frac{200}{7} = 28.57$$



- 2)
- A) 6 km x
 - B) 1.46 km x
 - C) No ✓ the coordinator is not correct. I did it out and that is not what I got.

1000 m
1000 = 1
1 km
1.46 km
1.46 km

$$m = \left(\frac{x_2 + x_1}{2}, \frac{y_2 + y_1}{2} \right)$$

1.4 9.3
x₁ y₁ x₂ y₂

$$\left(\frac{9+1}{2}, \frac{3+4}{2} \right)$$

good (5, 3.5) except for typo.

5, 3.5 9, 10
x₁ y₁ x₂ y₂

$$\left(\frac{9+5}{2}, \frac{10+3.5}{2} \right)$$

$\frac{14}{2}$ $\frac{13.5}{2}$

7, 6.5

3)

A) $m\angle ADB = 25^\circ$ ✓

B) $m\angle BDC = 35^\circ$ ✓

C) If the whole thing is ^{race} you have to decide if into two, remembering BDC is 10° greater than ADB. First I split it in half but that didn't work. I tried different things until I got it. 25 and 35 finally worked. It helped me write in equation because I now know what the answer is and how to get it.

What postulate did you use?

Ionic and Covalent Compound Lab

Background: Compounds can be classified as ionic or covalent compounds, based on the type of bonds that hold their atoms together. Since both types of compounds look similar, only by careful examination of physical properties of each compound (solubility in water, melting point, and conductivity), can one determine the type of bond that exists in the substance, thereby allowing them to be classified as either ionic or covalent compounds.

Objectives:

- 1) Examine the properties of different compounds
- 2) Interpret the property data to classify each substance as ionic or covalent

Materials:

Glass microscope slide, hot plate, test tubes, conductivity tester, 10 mL graduated cylinder, samples of sucrose (A), strontium chloride (B), paraffin (C), barium hydroxide (D), and unknown (F)

Procedure:

Day 1

Procedures:

Test 1: Crystalline structure

Materials: scoopula, glass slides, microscope, samples of each solid.

1. Place a small amount of one solid on a microscope slide, and place the slide on the microscope.
2. Start with the microscope using the smallest lens. Focus the microscope here before moving to the middle-sized lens. Focus again here before switching to the largest magnification.
3. Identify the name of the crystalline shape as closely as possible using the attached chart. Can't determine the crystal shape? Write "not a crystal".
4. Repeat for the other solids.

Test 2: Flame test

Materials: small beaker with deionized water, wooden splints, Bunsen burner, matches, samples of each solid

1. Place four wooden splints into a small beaker of deionized water to soak.
2. Attach your Bunsen Burner to the gas valve. Light a match, then turn on the gas and light the burner. Use the valves **on the burner** to adjust the flame so that there is a light blue cone in the center.
3. Dip one wooden splint into the sample solid and then place into the flame. Observe and record the color of the flame above the loop.
4. Record color in words on Data Table 2, then repeat for the other solids.
5. When done, turn the gas off. Use colored pencils to sketch the flame color in Data Table 2 as well.

Test 3: Solubility

Materials: digital scale, distilled water, samples of various ionic compounds, 50 mL graduated cylinder, baby beaker, stopwatch

1. Measure 1.0 grams of one sample into a baby beaker.

2. Add 15 ml of distilled water to each.
3. Gently swirl the beaker to mix the . Time how long it takes the substance to dissolve, using a stopwatch. Repeat for all substances. Record the time in Data Table 3.
4. Record the solubility level as either: Completely / Partially / Insoluble in Data Table 3.
5. SKIP TO TEST 4 BEFORE BEFORE CLEANING OUT YOUR BEAKER!
6. After testing conductivity, thoroughly clean out your beaker and do a final rinse with deionized water before starting again.

Test 4: Test for conductivity of dissolved compounds

Materials: dissolved compound in baby beaker from Test 3, conductivity tester

1. Turn the conductivity tester on and ensure that it is working by testing the conductivity of something metal at your lab station. Red light only = tester is working, red & green together = conducts electricity.
2. Test the conductivity of your solids by placing the tester into the solution. Clean the ends of the tester between each test. Record your findings on Data Table 2.
3. After testing conductivity, thoroughly clean out your beaker and do a final rinse with deionized water before repeating Tests 3 and 4 for the remaining solids.

Test 5: Conductivity of solid compounds

Materials: Samples of various solids, Conductivity tester

1. Place small samples (the size of a pea) in a well plate. Make you you keep track of what compound is where!
2. Turn the conductivity tester on and ensure that it is working by testing the conductivity of something metal at your station.
3. Test the conductivity of your solids by placing the tester into each pile. Clean the ends of the tester between each test. Record your findings in the Data Table.

Test 6: Melting Point

Materials: Hot plate, samples of solids, glass slide

1. Using the tip of a spatula, obtain samples of the substances.
2. Obtain a microscope slide and marker, draw lines dividing each glass slide into five parts. Label each section A, B, C, D, and E.
3. Place a small amount of fructose on section A of the slide. Repeat with the other compounds listed above for sections B, C, and D, and E. Avoid cross contamination.
4. Place the slide on a hot plate. Turn heat setting to medium (around 4-5) and heat the slide for 3 to 5 minutes. Observe each substance on the slide and record which substance have melted in the "Data" section of the lab handout.
5. Turn off the hot plate and leave the slide there to cool. Make sure you clean your station and replace your used slide with a clean one (they are located on the center table). Once your station is clean, and your hands are washed, have your teacher approve the removal of safety equipment.

Ionic and Covalent Lab Report Rubric

Introduction

Should be AT LEAST 5 sentences. I suggest starting by defining what a bond is, then by heading into defining each type of bond and the properties of compounds created by each type of bond. The last sentence should be "The purpose of this lab is to..." (you will have to come up with your own this time!).

Data

You need to create a typed version of the data table from the lab handout.

Conclusion

Address the following in complete sentences, one after the other to create paragraphs.

Paragraph 1

- Explain how ionic bonds are formed between atoms.
- Explain how covalent bonds are formed between atoms.
- Describe (NOT LIST!) all of the properties of ionic compounds.
- Describe (NOT LIST!) all of the properties of covalent compounds.

Paragraph 2

- Classify EACH of the four tested compounds as ionic or covalent.
- Use AT LEAST three pieces of evidence to support EACH classification.

Paragraph 3

- Make a claim about the identity of the unknown compound (is it ionic or covalent).
- Give AT LEAST three pieces of evidence from lab to support your claim.

Paragraph 4

- Create a simple visual tool (like a table, chart, graphic organizer) for determining if a compound is ionic or covalent based on observable and testable properties.
- Describe how this tool can be used to correctly identify AT LEAST three ionic AND three covalent compounds.

Stapled to the Back

- Original lab data sheet must be included with your formal writing.

Data:

	Substance	3D shape?	Did it have a distinct flame color?	Did it dissolve?	Did it conduct when dissolved?	Did it conduct when solid?	Did it melt?
A							
B							
C							
D							
E							

Ionic and Covalent Bonding Rubric

Graduation Standard: Engage in Argument from Evidence

Learning Target: Use evidence to justify the classification of a compound as ionic or covalent based on observed properties that result from different bond types. (PS1-3)

Standard	4 Distinguished	3 Proficient	2 Limited	1 Minimal/No Evidence
<p>Science</p> <p>Use evidence to justify the classification of a compound as ionic or covalent based on observed properties that result from different bond types. (PS1-3)</p>	<p>In addition to proficient,</p> <ul style="list-style-type: none"> *Creates a simple visual tool for determining if a compound is ionic or covalent based on observable and testable properties. (3 points) *Describes how this tool can be used to correctly identify at least two ionic and two covalent compounds. (2 points) 	<ul style="list-style-type: none"> *Accurately describes how ionic and covalent bonds are formed between atoms. (4 points) *Accurately describes the properties of ionic and covalent compounds. (8 points) *Accurately classifies the four tested substances as ionic or covalent using at least three pieces of evidence to support each classification. (16 points) *Correctly identifies an unknown compound as ionic or covalent using at least three pieces of evidence from lab to justify the classification. (5 points) 	<ul style="list-style-type: none"> *Partially describes how ionic and covalent bonds are formed between atoms. (3-2 points) *Partially describes the properties of ionic and covalent compounds. (7-2 points) *Accurately classifies the four tested substances as ionic or covalent using less than three pieces of evidence to support each classification. (8-15 points) *Correctly identifies an unknown compound as ionic or covalent using less than three pieces of evidence from lab to justify the classification. (4-2 points) 	<ul style="list-style-type: none"> *Does not describe how ionic and covalent bonds are formed between atoms. (1-0 Points) *Does not describe the properties of ionic and covalent compounds. (1-0 points) *Does not classify the four tested substances as ionic or covalent OR does not use any evidence to support each classification. (7-0 points) *Incorrectly identifies an unknown compound as ionic or covalent OR does not use any evidence from the lab to justify the classification. (1-0 points)
<p>Language and Style: The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic. (CCSS ELA.WHST.9-10.1.D)</p>	<p>The text presents an engaging, formal, and objective tone and uses sophisticated language and topic-specific vocabulary to manage the complexity of the topic. (4 points)</p>	<p>The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic. (3 points)</p>	<p>The text illustrates a limited awareness of formal tone and awareness of topic-specific vocabulary. (2 points)</p>	<p>The text illustrates a limited or inconsistent tone and awareness of topic-specific vocabulary. (1 point)</p>

Ionic and Covalent Bonding Rubric

Graduation Standard: Engage in Argument from Evidence
Learning Target: Use evidence to justify the classification of a compound as ionic or covalent based on observed properties that result from different bond types. (PS1-3)

Standard	4 Distinguished	3 Proficient	2 Limited	1 Minimal/No Evidence
<p>Conventions: The text demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.)</p> <p>A clear and effective communicator:</p> <ul style="list-style-type: none"> *Demonstrates organized and purposeful communication. *Collaborates well with others *Is able to clearly articulate thoughts and ideas. *Actively listens and responds appropriately. 	<p>The text intentionally uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.). (4 points)</p> <p>In addition to demonstrating proficiency, the student:</p> <ul style="list-style-type: none"> *Uses and shares content knowledge to a target audience in a variety of ways. <p>(4 points)</p>	<p>The text demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.). (3 points)</p> <ul style="list-style-type: none"> * Follows written or oral standard conventions and produces organized and purposeful communication. *Is able to clearly articulate thoughts and ideas. * Actively listens, interacts, discusses and poses questions during discussions. <p>(3 points)</p>	<p>The text demonstrates some accuracy in standard English conventions of usage and mechanics. (2 points)</p> <ul style="list-style-type: none"> *Struggles to produce organized and purposeful communication that adheres to standard conventions. *Struggles to articulate thoughts and ideas, *Has some difficulty respectfully listening and discussing, and tends to dominate discussions. <p>(2 points)</p>	<p>The text contains multiple inaccuracies in Standard English conventions of usage and mechanics. (1 point)</p> <ul style="list-style-type: none"> * Is unable to produce purposeful communication. *Is unable to articulate thoughts and ideas. * Has great difficulty listening, argues with teammates, and is unwilling to consider other opinions. Impedes the group from reaching consensus. <p>(1 point)</p>

English 10

Activity 2.14 Taking a Stand on Justice

Argumentative Writing Prompt:

Is civil disobedience a moral responsibility of a citizen? Write an essay that addresses the question and support your position with evidence from texts in this part of the unit and real-life examples to illustrate or clarify your position. Be sure to:

1. Write a precise claim and support it with valid reasoning and relevant evidence (avoid false statements and fallacious reasoning).
2. Acknowledge counterclaims that anticipate the audience's knowledge level, concerns, values, and possible biases while also refuting the evidence for those claims.
3. Create an organizational plan that logically sequences claims, counterclaims, reasons, and evidence.
4. Maintain a formal tone, vary sentence types, and use effective transitions.

Argument Element Description	Example
<p style="text-align: center;">Claim</p> <p>The thesis for the argument</p>	
<p>Evidence and Explanation</p> <p>Support for the claim and description/details about why and how the evidence connects to and supports the claim.</p>	
<p style="text-align: center;">Reasoning</p> <p>Additional logic that may be needed to support the evidence and explain why it is valid.</p>	

Argument Element Description	Example
<p data-bbox="354 327 662 373" style="text-align: center;">Counterclaims</p> <p data-bbox="207 443 792 663">Acknowledgement of other viewpoints or evidence that disagrees with your claim/thesis.</p>	
<p data-bbox="383 842 630 888" style="text-align: center;">Refutations</p> <p data-bbox="207 957 776 1062">Evidence/reasoning that negates the counterclaims.</p>	
<p data-bbox="380 1419 617 1465" style="text-align: center;">Conclusion</p> <p data-bbox="201 1535 782 1755">Concluding statement pulling the claim and the evidence together to create a call for action.</p>	

ELA 9-10 Writing Rubric -- Argumentative

Description	4	3	2	1
Claim: The text introduces a clear, adjustable claim that can be supported by reasons and evidence.	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.	The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.	The text contains an unidentifiable claim or vague position. The text has limited structure and organization.
Development: The text provides sufficient data and evidence to back up the claim as well as a conclusion that supports the argument.	The text provides convincing and relevant data and evidence to back up the claim and effectively addresses counterclaims. The conclusion strengthens the claim and evidence.	The text provides sufficient and relevant data and evidence to back up the claim and addresses counterclaims fairly. The conclusion effectively reinforces the claim and evidence.	The text provides data and evidence that attempts to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.	The text contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text may fail to conclude the argument or position.
Audience: The text anticipates the audience's knowledge level and concerns about the claim. The text addresses the specific audience's needs.	The text consistently addresses the audience's knowledge level and concerns about the claim. The text addresses the specific needs of the audience.	The text anticipates the audience's knowledge level and concerns about the claim. The text addresses the specific needs of the audience.	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	The text lacks an awareness of the audience's knowledge level and needs.
Cohesion: The text uses words, phrases, and clauses to link the major sections of the text, creates cohesion, and clarifies the relationships between the claim and reasons, between reasons and evidence, and between claims and counterclaims.	The text strategically uses words, phrases, and clauses to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim.	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.	The text contains few, if any, words, phrases and clauses to link the major sections of the text. The text does not connect the claims and reasons.
Style and Conventions: The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text presents an engaging, formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics along with discipline specific requirements (i.e. MLA, APA, etc.).	The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text illustrates a limited awareness or inconsistent tone. The text illustrates inaccuracy in standard English conventions of usage and mechanics.

“If I Had A Million Dollars” Precalculus Project

You have just won the Tri-State Megabucks lottery. The jackpot is \$1 million, and you have the choice of receiving it in either of the following ways:

- 1) A cash payment, today, in the amount of \$600,000.
- 2) Twenty yearly payments of \$50,000. You receive the first payment today.

Your task is to assemble a financial plan going forward: which payout option do you choose? What will you do with the money once you have it?

Total Income

- The cash payment today would be worth \$600,000 before taxes.
- A 20-year annuity would be worth a total of \$1,000,000 before taxes.

Taxes

- The more money you earn in a given year, the higher percentage you will have to pay in taxes.
- If you receive \$50,000 per year as an unmarried person, you will owe \$8400 in taxes each year. If you receive \$600,000 as an unmarried person, you will owe \$200,000 in taxes that year.
- If you receive \$50,000 per year as a married person, you will owe \$6600 in taxes each year. If you receive \$600,000 as a married person, you will owe \$180,000 in taxes that year.

Spending vs. Saving vs. Investing

- Spending the money might be the most exciting route--you get to buy cool things, go to cool places, and/or give money to friends and family.
- Saving the money guarantees you will still have it tomorrow but it won't earn much. Current interest rates for a savings account are roughly 0.1% per year.
- Investing the money wisely can increase your wealth, but beware of bad investments, scams, and stock market crashes.

Inflation

Prices are increasing at roughly 3% per year. When calculating your annual expenses, make sure to adjust upward by 3% for each year away from the present.

Additional Income

Do you (or your future spouse/partner) earn money from a job, or do you try to live entirely off of your lottery winnings? If so, any additional income will be taxed at roughly 30% because you are already in a higher tax bracket.

“MILLION DOLLARS” PROJECT DELIVERABLES

You may choose any project format you wish (slideshow, written report, poster...speak with me if you want to use something else), but it must include the following elements:

Payout Choice and Justification

You must select and defend how you will receive your winnings. That choice will probably depend on your personal life goals and priorities; relate your arguments back to those foundations.

Use of Money

- How much will you spend? What will you spend it on?
 - Routine expenses (food, rent, transportation, children if applicable)
 - Higher education or other specialized training
 - Vacations and luxury items
- How much will each of these things cost? How do you know that?
- How much will you save? How much will you invest? Will your investments be stocks, bonds, or a small business? What interest rate do you expect to earn on your investments? Who told you that was a reasonable return to expect?

Future Plans

After accounting for your expenses and earnings, how much will you have left after 20 years? At that point, you will still probably have more than half of your life ahead of you.

Calculations

You must show the relevant calculations. If you plan to spend \$1000 per year on something, you must account for the next 20 years of inflation (\$1000 in the first year, \$1030 in the second year, \$1061 in the second year, etc.). Make decisions on how and when to round your costs, and include notes to explain those decisions.

“MILLION DOLLARS” PROJECT DEADLINES

Two Weeks before due date (October 17)

Submit a document (any format) which gives a general outline of major goals, investments, and expenses. For any routine expenses, include an estimate for first-year costs and cite a source to support that estimate.

One Week before due date (October 24)

Submit a rough draft of your project. It does not need to be polished and well-formatted yet, but the substance of the calculations and discussions should be completed. You should spend the final week doing minor touch-ups, not major overhauls.

Final Project is due on October 31

	Distinguished 4	Proficient 3	Partially Proficient 2	Needs Improvement 1
Modeling with Mathematics	<p>In addition to "3" criteria,</p> <ul style="list-style-type: none"> the student is aware of alternate scenarios (e.g. higher-than-expected inflation, or lower-than-average investment returns) and investigates one or more of them to determine its effects, or; the student demonstrates how to expand their basic model into one which is more comprehensive. 	<ul style="list-style-type: none"> Projected expenses and investments are listed and discussed. Inflation and compound interest are addressed accurately. the plan's assumptions are pointed out 	<ul style="list-style-type: none"> Projected expenses and investments are listed and discussed. Inflation and/or compounding interest is accounted for in some expenses/investments, but not all. Assumptions may go unstated. 	<ul style="list-style-type: none"> Projected expenses and investments are listed and discussed. The effects of inflation and compounding interest are not accounted for.
Critical Reasoning	<p>In addition to "3" criteria,</p> <ul style="list-style-type: none"> the justification should be an impactful argument which anticipates and addresses points of contention. the student discusses potential benefits of the alternative choice 	<ul style="list-style-type: none"> The payout choice is stated and well-explained. The justification is thoughtful, and is related back to the student's personal goals and priorities. 	<ul style="list-style-type: none"> The payout choice is stated but only briefly explained, and/or is not related back to the student's personal goals and priorities. 	<ul style="list-style-type: none"> The payout choice is not stated, or is stated without justification.
Use of Tools	<p>In addition to "3" criteria</p> <ul style="list-style-type: none"> the student demonstrates the ability to locate and incorporate a wide variety of informational sources into their model. the spreadsheet is well-organized and labeled 	<ul style="list-style-type: none"> All or almost all expenses are cited. A spreadsheet has been strategically used to do repetitive calculations more efficiently. 	<ul style="list-style-type: none"> Only 1 or 2 sources of relevant external information are cited. Several expenses are estimated, not based on research. 	<ul style="list-style-type: none"> External sources of information are either not cited, or irrelevant. Most or all expenses are guesses.
Precision	<p>In addition to "3" criteria,</p> <ul style="list-style-type: none"> Clear and relevant mathematical vocabulary is used to discuss the model. the spreadsheet cells have been formatted to display values to an appropriate precision in relevant units 	<ul style="list-style-type: none"> Mathematical calculations are done correctly. Geometric series are handled explicitly. Prices and values are reported and rounded appropriately. Units are included. 	<ul style="list-style-type: none"> Several calculations contain minor errors. Geometric series are only calculated recursively. Units are sometimes included. 	<ul style="list-style-type: none"> Calculations contain significant errors. Geometric series are handled incorrectly or are absent. Prices are reported with an inappropriate precision and/or without units.
GUIDING PRINCIPAL: Creative and Practical Problem Solver	<p>In addition to "3" criteria,</p> <ul style="list-style-type: none"> Student shares ideas and resources with other students to further their learning. Student assists classmates with their problems and sticking points. 	<ul style="list-style-type: none"> Student uses technology to complement and extend the conceptual analysis, not to simply replace it. Student demonstrates the ability to fully exploit the resources the tools available to them. 	<ul style="list-style-type: none"> Student uses technology, but may use it as a stand-in for basic analysis. Student can locate resources, but may choose not to use them. Student generally looks for solutions to their problems. 	<ul style="list-style-type: none"> Student struggles with applying technology. Student is unable to locate resources to assist them. Student gives up on a problem if it is not solved quickly.

**Performance Assessment Rubric
DNA, Protein Synthesis and Gene Regulation**

Graduation Standard: Modeling (Develop and use models); Writing (Produce discipline-specific writing that is clear and coherent)

Indicator: Uses modeling to explain the structure of DNA and protein synthesis; including how mutations in DNA occur and how gene regulation leads to cell specialization.

Part 1: DNA structure

	Exceeds	Proficient	Approaching	Limited
1. Contributions of Watson, Crick and Franklin	Gives specific details of experiments, including successes and failures (4 points)	Discusses how the structure of DNA was discovered by Watson, Crick and Franklin (3.5 points)	Mentions Watson, Crick and Franklin as credited with discovery of DNA structure with limited details (3 points)	Only mentions the names of scientists (1.5 points) OR does not include the scientists (0 points)
2. Sketch of DNA	In addition to proficient, shows a color-coded sketch that includes the correct chemical structures drawn for each part of the DNA molecule (4 points)	DNA model is sketched correctly and every part of the model is correctly labeled (3.5 points)	DNA model has minor errors in the sketch or in the labels OR is only partially labeled (3 point)	The DNA model is not labeled OR incorrect (1.5 points) OR not included (0 points)
3. DNA replication	In addition to proficient, a labeled diagram is provided showing the steps, enzymes and process (5 points)	Completely and accurately describes the process (4.5 points)	Completely describes the process with minor errors (3.5 points)	Incomplete process OR many errors (2 points) OR does not describe process (0 points)
4. Protein Synthesis	In addition to proficient, a labeled diagram is provided showing the steps, enzymes, different forms of RNA and process (5 points)	Completely and accurately describes the process (4.5 points)	Completely describes the process with minor errors (3.5 points)	Incomplete process OR many errors (1.5 points) OR does not describe process (0 points)
5. Genetic engineering	In addition to proficient, discusses the ethical issues and dilemmas facing this issue (4 points)	Describes the history of genetic engineering in plants and animals and gives specific examples of genetically modified organisms (3.5 points)	Describes some of the history of genetic engineering in plants and animals (3 points)	Describes some of the history of genetic engineering in either plants or animals (2 points) OR does not discuss genetic engineering (0 points)
6. DNA mutations	In addition to proficient, provides a real life example of each mutation with the results of that mutation (5 points)	Accurately identifies and discusses all three types of DNA mutations, including the results of the mutation (4.5 points)	Accurately identifies and discusses at least two types of DNA mutations, including the results of the mutation (3.5 points)	Only identifies and discusses 1 type of DNA mutation OR can identify all three mutations but not describe them (2 points) OR the

				identification and descriptions are incorrect OR does not describe DNA mutations (0 points)
7. Sources in MLA	Uses four sources in proper MLA citation format (4 points)	Uses three sources in proper MLA format (3.5 points)	Uses two sources in proper MLA format (3 points)	Uses one source in proper MLA format OR uses one to four sources but not in proper MLA format (1.5 points) OR does not use sources (0 points)
8. Cited Pictures	Uses four or more images. All images are properly labeled with captions and are all properly cited (3 points)	Uses at least three images. All images are properly labeled with captions and are all properly cited (2.5 points)	Uses at least two images, BUT may not be properly labeled with captions OR may not be properly cited (2 point)	Does not cite images (1 point) OR does not use images (0 points)
9. Paraphrasing	Material from original sources is turned into your own words and format and shows sophisticated understanding of content (3 points)	Material from original sources is turned into your own words and shows understanding of content (2 points)	Material from the original sources is close to the original in either wording or format (1.75 point)	Material from the original sources is taken directly from the original in both wording and format (0 points)
10 and 11. Presentation and Effort	Information is organized in a clear and logical way AND used all time given to work on the assessment carefully AND neatness and effort are excellent (5 points)	Most information is organized in a clear and logical way AND generally used the time given to work on the assessment AND neatness and effort are good (4 points)	Some information is logically sequenced AND put some time and effort into the assessment OR had to be redirected several times OR product is messy (3 points)	There is not clear plan for the organization of information OR very little time and effort was put into the assessment OR had to be redirected frequently OR product is extremely messy (1.5 points)
12. Spelling and Grammar	Complete sentences, correct spelling, no contractions, correct use of content specific words (3 points)	Complete sentences, correct spelling, no contraction, minor errors in use of content specific words (2 points)	One to two incomplete sentences OR one to three spelling errors OR one to three contractions OR errors in use of content specific words (1.75 point)	More than two incomplete sentences OR more than three spelling errors OR more than three contractions OR extensive errors in use of content specific words (1 point)

Part 2: Who's in Charge

	Exceeds	Proficient	Approaching	Limited
Worksheet Questions	Answers all questions correctly (15 points)	Answers 8 questions correctly (13.5 points)	Answers 6 questions correctly (12 points)	Answers less than 6 questions correctly (8 points) OR does not complete worksheet (0 points)

Part 3: How to turn on genes

	Exceeds	Proficient	Approaching	Limited
1. Gene expression	In addition to proficient, describes a specific example of how a mutation in the gene can change how the gene is regulated (5 points)	Explains the concept of gene expression and describes a specific example of how gene regulation can impact development (4.5 points)	Explains the concept of gene expression but does not provide a specific example (3.5 points)	Partially explains the concept of gene expression (2 points) OR does not explain gene expression (0 points)
2. Chromosomal mutations	In addition to proficient, provides a real life example of each mutation with the results of that mutation; can also describe and provide examples of non disjunction (5 points)	Accurately identifies and discusses all four types of chromosomal mutations, including the results of the mutation (4.5 points)	Accurately identifies and discusses at least three types of chromosomal mutations, including the results of the mutation (3.5 points)	Only identifies and discusses one or two types of chromosomal mutations OR can identify all four mutations but not describe them (2 points) OR the identification and descriptions are incorrect OR does not describe chromosomal mutations (0 points)
3. Gene Therapy	In addition to proficient, includes some disorders that gene therapy can and cannot treat, and some of the risks or challenges a gene therapy patient may face (4 points)	Includes an explanation of what gene therapy is and how it works; provides an example of gene therapy including the vector and delivery methods (3.5 points)	Includes an explanation of what gene therapy is and how it works and provides an example, but the example does not include the vector or delivery methods (3 points)	Some errors in explanation of gene therapy and how it works (2 points) OR does not include a description of gene therapy (0 points)
4. The Human Genome Project	In addition to proficient, discusses the scientific and ethical implications of the project (4 points)	Discusses the goals of the human genome project and provides details of how the research was conducted (3.5 points)	Discusses some of the goals of the human genome project, but provides minimal details of how the research was conducted (3 points)	Discusses some of the goals of the human genome project, but does not provide any details (2 points) OR does not discuss the human genome project (0 points)
5. Restriction Enzymes and Gel Electrophoresis	In addition to proficient, sketches a sample gel and describes how it can be used in a real life application (5 points)	Completely describes the process of RFLP's and Gel electrophoresis and discusses how they are used together (4.5 points)	Partially describes either RFLP and gel electrophoresis but does not describe how they work together (3.5 points)	Partially describes either RFLP or gel electrophoresis (2 points) OR does not describe RFLP's and gel electrophoresis (0 points)
6. Sources in MLA	Uses four sources in proper MLA citation format (3 points)	Uses three sources in proper MLA format (2.5 points)	Uses two sources in proper MLA format (2 points)	Uses one source in proper MLA format OR uses one to four sources but not in proper MLA format (1 point) OR does not

				use sources (0 points)
7. Cited Pictures	Uses four or more images. All images are properly labeled with captions and are all properly cited (3 points)	Uses at least three images. All images are properly labeled with captions and are all properly cited (2.5 points)	Uses at least two images, BUT may not be properly labeled with captions OR may not be properly cited (2 point)	Does not cite images (1 point) OR does not use images (0 points)
8. Paraphrasing	Material from original sources is turned into your own words and format and shows sophisticated understanding of content (3 points)	Material from original sources is turned into your own words and shows understanding of content (2 points)	Material from the original sources is close to the original in either wording or format (1.75 point)	Material from the original sources is taken directly from the original in both wording and format (0 points)
9 and 10. Presentation and Effort	Information is organized in a clear and logical way AND used all time given to work on the assessment carefully AND neatness and effort are excellent (5 points)	Most information is organized in a clear and logical way AND generally used the time given to work on the assessment AND neatness and effort are good (4 points)	Some information is logically sequenced AND put some time and effort into the assessment OR had to be redirected several times OR product is messy (3 points)	There is not clear plan for the organization of information OR very little time and effort was put into the assessment OR had to be redirected frequently OR product is extremely messy (1 points)
11. Spelling and Grammar	Complete sentences, correct spelling, no contractions, correct use of content specific words (3 points)	Complete sentences, correct spelling, no contraction, minor errors in use of content specific words (2 points)	One to two incomplete sentences OR one to three spelling errors OR one to three contractions OR errors in use of content specific words (1.75 point)	More than two incomplete sentences OR more than three spelling errors OR more than three contractions OR extensive errors in use of content specific words (1 point)

Guiding Principle: A responsible and involved citizen

	Exceeds	Proficient	Approaching	Limited
<ul style="list-style-type: none"> *Accepts responsibility for personal choices. *Follows proper etiquette regarding technology. *Respectful of self, others and environment. *Demonstrates professionalism in a variety of situations. 	<p>In addition to demonstrating proficiency:</p> <ul style="list-style-type: none"> *demonstrates tolerance and patience with classmates' choices but is not willing "to let them off the hook." 	<ul style="list-style-type: none"> *All participation is positive in nature and encouraging to others. *Fully accepts responsibility for self and does not have to be spoken to or reminded to stay on task. *Recognizes that technology is a tool and uses it only when appropriate. 	<ul style="list-style-type: none"> *More often than not, contributes positively to the classroom. *Accepts responsibility for self but occasionally chooses poorly and needs to be reminded to stay on task. *Recognizes that technology is a tool and generally uses it when appropriate. 	<ul style="list-style-type: none"> *Initiates or is involved in disruptive classroom behaviors. *Demonstrates an inability to accept responsibility for self. Frequently blames others. *Does not recognize that technology is a tool and uses it inappropriately.

Evidence submitted by RSU #24 relative to:

6. Evidence of a developed World Language program under refinement to provide opportunity for all Cohort 2019 students to learn and demonstrate proficiency

Note: Only a sampling of the curricula has been submitted, but Spanish I – Spanish IV is documented via Rubicon Atlas, as well as French I and French II, which is a new program within our high school (there is a shortage of World Language instructors to support this implementation in our state – we had the ad open for three years before filling it)



Unit Planner: My new school - SMHS Spanish I

RSU

Thursday, January 15, 2015, 12:15PM

RSU District High School>2014-2015>High School>Foreign Language>Spanish I>Week 1 - Week 4

Last Updated: Friday, November 29, 2013 by Ines Weaver

Weaver, Ines

Stage 1: Desired Results

Standards

ACTFL: Foreign Language Learning Standards ACTFL: All Levels Learning Standards

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Standard 3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Standard 4.2 Demonstrate understanding of the concept of culture through comparisons of the cultures studied and the students' own.

Standard 5.1 Use the language both within and beyond the school setting.

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Proficiency Guidelines, Performance Descriptors © 2012 by American Council on the Teaching of Foreign Languages (ACTFL)*

National Council of State Supervisors for Languages (NCSSFL) and the American Council on the Teaching of Foreign Languages (ACTFL). (2013). NCSSFL-ACTFL Can-Do Statements. Retrieved from: http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf

Guiding Principles

ME: Guiding Principles ME: All grades Guiding Principles

1. Demonstrates organized and purposeful communication in English and at least one other language.

3. Applies knowledge in new contexts;

4. Demonstrates initiative and independence.

1. Observes and evaluates situations to define problems.

3. Identifies patterns, trends, and relationships that apply to solutions.

6. Use information and technology to solve problems.

1. Participates positively in the community and designs creative solutions to meet human needs and wants.

4. Understands and respects diversity.

3. Applies ideas across disciplines

4. Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes

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Stage 2: Learning Targets

Enduring Understandings

Enduring Understanding

You already have language and communication skills that you can utilize while learning a new language.

Essential Questions

Essential Questions

What strategies can I use to communicate more effectively?

Academic Vocabulary

Greetings. Sound of the letters in Spanish. Singular, Plural. I am going to....use, go, buy

Vocabulary related to school: Bathroom, cafeteria, library, office, English class, Math class, etc. My teacher, Mrs....., Mr.....

PRESENT TENSE:

I like.... I do not like...

REGULAR VERBS: Patterns

Content/Essential Knowledge

Students will know...

how to express ideas in future and past tense. Similarly students will learn how to express feelings with "I like..." and "I do not like", Conjunctions. Present tense. Regular verbs: Patterns. Negation with the verb to have. Latino music for young people. Cognates

Skills/Learning Objectives

Bloom's Wheel

Bloom's Taxonomy

Students will be able to ...

Apply vocabulary in context using future and present tense. Conjunctions - Negations

Stage 3: Assessment Evidence

Assessments

My new school

Formative: Performance: Authentic Task

My new school

Summative: Written: Informative



Introductions

Stage 4: Learning Plan

Learning Activities/Modules (Lesson Plans)

Please see links.



CONJUNCTIONS (also)



NEGATION: YO NO TENGO - PORQUE



Sp.1: QUIZ # 1



KEYNOTE PRESENTATION



MAS MUSICA PARA JOVENES



PAST TENSE WITH REGULAR VERBS



Sp.1-My new school- Thursday # 5



Sp.1-My new school- Friday # 5

-  [Sp.1-My new school-Monday # 5](#)
-  [Sp.1-My new school-Tuesday # 6](#)
-  [Sp.1-My new school-Wedn. # 6](#)
-  [Sp.1-My new school-Thursday # 6](#)
-  [Sp.1-My new school-Friday # 6](#)
-  [Sp.1-My new school- Wednesday # 5](#)
-  [Sp.1-My new school- Tuesday # 5](#)
-  [Sp.1-My new school- Monday # 4](#)
-  [Sp.1-My new school- Friday # 4](#)
-  [Sp.1-My new school-Thursday # 4](#)
-  [Sp.1-My new school-Tuesday # 4](#)
-  [Sp.1-My new school-Monday # 3](#)
- [MUSIC FOR YOUNG PEOPLE](#)
- [DOING HW ON PAGES](#)
- [PLURAL - "Y" \(and\)](#)
- [MORE OF GENDER AND ARTICLES](#)
- [GENDER - ARTICLES](#)
- [MAPS, CAPITALS, ECONOMY](#)
- [EXPECTATIONS FOR THE CLASS](#)
- [VIDEOS ABOUT APPLICATIONS](#)
- [SURVEY FOR DIFFERENTIATION](#)
- [Introductions](#)

Differentiated Instruction

Thinkquiry Strategies

Strategies

- MAKING CONNECTIONS
- MONITORING COMPREHENSION
- VISUALIZING
- VOCABULARY DEVELOPMENT

PracticesRoutines

- FRAYER MODEL

Notes

Students will use a Frayer Model to draw and write their sentences or phrases.

Technology Integration - NETS

NETS: Educational Technology (2007)

Technology Integration - Notes

NETS: All Grades
NETS.S: The Next Generation

- a. apply existing knowledge to generate new ideas, products, or processes.
- a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- b. plan and manage activities to develop a solution or complete a project.
- d. use multiple processes and diverse perspectives to explore alternative solutions.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- a. understand and use technology systems.
- d. transfer current knowledge to learning of new technologies.

ISTE Standards • Students

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rights reserved.*

Resources

Smart board. textbook. Frayer Model template. Dictionary. Interactive word wall

Teacher Notes/Reflections

I have four students with special needs. Each student has accommodations.

The length of the daily class is appropriate for this particular group of students.

[<< Previous Year](#)



Unit Planner: Making new friends. Questions! - SMHS Spanish I

Thursday, January 15, 2015, 12:17PM

Handwritten initials

RSU District High School>2014-2015>High School>Foreign Language>Spanish I>Week 5 - Week 8

Last Updated: Friday, November 29, 2013 by Ines Weaver

Weaver, Ines

Stage 1: Desired Results

Standards

**ACTFL: Foreign Language Learning Standards
ACTFL: All Levels
Learning Standards**

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard 2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Standard 3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Standard 4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and the students' own.
- Standard 5.1 Use the language both within and beyond the school setting.

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Proficiency Guidelines, Performance Descriptors © 2012 by American Council on the Teaching of Foreign Languages (ACTFL)*

National Council of State Supervisors for Languages (NCSSFL) and the American Council on the Teaching of Foreign Languages (ACTFL). (2013). NCSSFL-ACTFL Can-Do Statements. Retrieved from: http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf

Guiding Principles

**ME: Guiding Principles
ME: All grades
Guiding Principles**

- 4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)
- 1. Recognizes the need for information and locates and evaluates resources
- 3. Applies knowledge in new contexts;
- 5. Demonstrate flexibility including the ability to learn, unlearn, and relearn.
- 2. Frames questions, make predictions, and design data/information collection and analysis strategies.
- 3. Identifies patterns, trends, and relationships that apply to solutions.
- 6. Use information and technology to solve problems.
- 1. Participates positively in the community and designs creative solutions to meet human needs and wants.
- 4. Understands and respects diversity.
- 1. Gain and apply knowledge across disciplines and learning contexts and to real life situations with and without technology

Stage 2: Learning Targets

Enduring Understandings	Essential Questions	Academic Vocabulary
<u>Enduring Understanding</u> There are multiple ways to say the same thing.	<u>Essential Questions</u> What strategies and resources will help me learn another language?	Where...? When....? What....? With who....? Why...? would you like...? Do you like...?
Content/Essential Knowledge Students will know... how to make questions in Spanish in future and present tense.	Skills/Learning Objectives <u>Bloom's Wheel</u> <u>Bloom's Taxonomy</u> Students will be able to ... generate questions by themselves.	

Stage 3: Assessment Evidence

Assessments
Questions to my friends Summative: Performance: Authentic Task Students will make a short video (no more than 2 minutes) asking questions to a friend using spontaneous communication.

Stage 4: Learning Plan

Learning Activities/Modules (Lesson Plans)
Please see links.  Sp.1-Making new friends-Monday # 2  Sp.1-Making new friends-Tuesday # 2  Sp.1-Making new friends- Wed. # 2  Sp.1-Making new friends- Thursday. # 2  Sp.1-Making new friends- Friday # 2  Sp.1-Making new friends- Monday # 3  Sp.1-Making new friends- Tuesday # 3  Sp.1-Making new friends- Wed. # 3  Sp.1-Making new friends- Thursday # 3



[Sp.1-Making new friends- Friday # 3](#)

[Sp.1-Making new friends-Friday # 1](#)

[Sp.1-Making new friends-Thursday # 1](#)

[Sp.1-Making new friends-Wed. # 1](#)

[Sp.1-Making new friends-Tuesday # 1](#)

[Sp.1-Making new friends-Monday # 1](#)

Differentiated Instruction

Thinkquiry Strategies

Strategies

- MAKING CONNECTIONS
- MONITORING COMPREHENSION
- TEXT STRUCTURE
- VISUALIZING
- VOCABULARY DEVELOPMENT

PracticesRoutines

- QUESTION-ANSWER RELATIONSHIP (Q &A)

Notes

The student will interact with a partner in a short communication (with no script).

Technology Integration - NETS

NETS: Educational Technology (2007)

NETS: All Grades

NETS.S: The Next Generation

- a. apply existing knowledge to generate new ideas, products, or processes.
- a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- b. plan and manage activities to develop a solution or complete a project.
- c. demonstrate personal responsibility for lifelong learning.
- a. understand and use technology systems.
- d. transfer current knowledge to learning of new technologies.

Technology Integration - Notes

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Resources

Computer, videos, USV, frayer template, iPad

Teacher Notes/Reflections

The length of the daily class is appropriate for this particular group of students.

[<< Previous Year](#)

LESSON PLAN - SPANISH 1 Date: Monday # 3 , October SMHS

UNIT: Making new friends - Questions

Lesson plan: How to apply vocabulary in context using “I am going to”, “you are going to...”, “She/He is going to...” and questions.

COMMON CORE STRANDS:

Communication: **Interpersonal** (Speaking, listening, writing, reading).
ACTFL Proficiency Guidelines: NOVICE

STANDARDS:

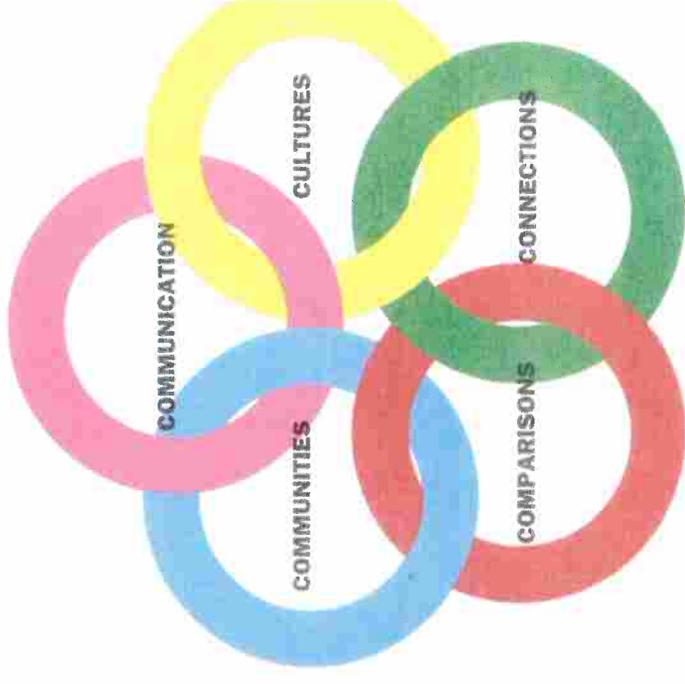
CONNECTIONS: 3.2 Essential question

CULTURE: 2.1 Students demonstrate understanding of the relationship between the practices and perspectives.

COMPARISON: 4.2 Students demonstrate understanding of the concept of culture through comparison of the culture studied and their own.

COMMUNICATION: 1.1 Students engage in conversation, provide and obtain information, express feeling and emotions.

COMMUNITIES: 5.1 Students use the language in school setting.



What will students learn by the end of class? How will they do it? ➔
OBJECTIVES

Content objectives ➔ Students will review how to apply vocabulary in context using Regular verbs in future and present. Cognates

Language objectives ➔ Students will review rules in grammar such as gender, singular, plural, location of adjectives in the sentence.

Accommodation for students (differentiation) ➔ I have three students with special needs: Student #1: She needs extended time for testing, check for understanding of directions, and provide tools to assist with memory.
Student # 2: Allow extra time for processing, and extended time for testing.

Student # 3: Give extra time, and verify he understand directions.

KEY TERMS:

**VOCABULARY: Vocabulary related to their own lives and school:
Halloween (Noche de brujas) - Candies (caramelos) - custom
(disfráz) - Party (fiesta)**

Essential question (Foyer Model): What strategies and resources will help me learn another language?

Launch to activate prior knowledge ➡ DO NOW

PLEASE TELL ME if you can say in Spanish “”Why are you going to eat a chocolate today?”

TIME ➡ 5 minutes

TIME (min.)	LESSON SEQUENCE (KNOWLEDGE ACQUISITION → LIBRARY)	HOW WILL STUDENTS WORK TOWARDS THE LESSON OBJECTIVES?	ASSESSMENT
25	Students will write a short paragraph using regular verbs and questions in future and present tense. They will use cognates. (Self-Expressive - Mastery - Understanding)- Adjectives and rules in grammar	They will work individually. They will reinforce knowledge	Formative
10	Two students in the class will read loud the paragraph (in Spanish and English)	They will improve on oral proficiency	Formative
10	Students will play bingo with vocabulary related to Halloween.	They will connect the vocab with real life.	Formative

CLOSING QUESTIONS (always refer back to the lesson objectives) → What did you learn about the culture?, comparison?, communication?, communities?, and connections?



Unit Planner: Que hice durante mis vacaciones - SMHS Spanish IV

Thursday, January 15, 2015, 12:26PM

18/20

RSU District High School>2014-2015>Grade 12>Foreign Language>Spanish
IV>Week 1 - Week 4

Last Updated: Friday,
November 29, 2013 by Ines
Weaver

Weaver, Ines

Stage 1: Desired Results

Standards

ME: World Languages

ME: Grades 6-8

Communication

- a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing.
- b. Participate in conversations on a variety of everyday topics to meet personal needs.
- c. Give and respond to directions and commands, orally or in sign language, and in writing.
- a. Identify main ideas, topics, and details from simple oral/signed and written texts.
- a. Write/sign messages using a prescribed, culturally-appropriate format.
- b. Produce and present simple creative works orally or in sign language, and in writing.
- c. Convey personal preferences or information pertaining to everyday life orally or in sign language, and in writing.
- a. Compare basic grammatical structures and syntax between languages.
- c. Compare pronunciation systems between languages.
- d. Recognize that there are regional and/or historical variations in spoken/signed language.
- e. Explain connections between languages through the identification of cognates.

Cultures

- a. Describe examples of common beliefs of a culture(s) in which the target language is spoken.
- b. Describe common attitudes of a culture(s) in which the target language is spoken.
- c. Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.

Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.

- a. Compare verbal and non-verbal communication in a culture(s) in which the target language is spoken to communication in the culture in which the student lives.
- b. Recognize contributions of a culture(s) in which the target language is spoken to life in the United States including foods, celebrations, dress, and/or architecture

Connections

- a. Use the writing process learned in English Language Arts when writing for the target language class.
- c. Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.
- a. Locate media or other authentic sources from the target language and a culture(s) in which the target language is spoken and identify a perspective and/or practice of a culture(s) different from the students' own viewpoints and/or behaviors.

Communities

- b. Identify community and online resources that can be used to gain information about the target language or

associated culture(s).

c. Communicate with students in the target language.

d. Describe language skills and cultural insights gained through real or virtual travel.

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Guiding Principles

ME: Guiding Principles

ME: All grades

Guiding Principles

- 1. Demonstrates organized and purposeful communication in English and at least one other language.
- 2. Uses evidence and logic appropriately in communication.
- 4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)
 - 1. Recognizes the need for information and locates and evaluates resources
 - 2. Applies knowledge to set goals and make informed decisions.
 - 3. Applies knowledge in new contexts;
 - 4. Demonstrates initiative and independence.
 - 6. Demonstrates reliability and concern for quality.
 - 7. Uses interpersonal skills to learn and work with individuals from diverse backgrounds.
- 3. Identifies patterns, trends, and relationships that apply to solutions.
 - 4. Generates a variety of solutions, builds a case for a best response and critically evaluates the response.
 - 5. See opportunities, finds resources, and seeks results.
 - 6. Use information and technology to solve problems.
 - 7. Perseveres in challenging situations.
- 1. Participates positively in the community and designs creative solutions to meet human needs and wants.
 - 4. Understands and respects diversity.
 - 5. Display global awareness and economic and civic literacy.
- 1. Gain and apply knowledge across disciplines and learning contexts and to real life situations with and without technology
 - 2. Evaluates and synthesizes information from multiple sources
 - 3. Applies ideas across disciplines

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Stage 2: Learning Targets

Enduring Understandings

Enduring Understanding

Students will review concepts and rules of grammar from Spanish 1, 2, y 3. Use of cognates

Essential Questions

Essential Questions

How will learning a language enhance my life?

Academic Vocabulary

Vocabulary related to their own interest.

Content/Essential Knowledge

Students will know...

How to apply vocabulary in context being creative and critical thinkers.

Skills/Learning Objectives

Bloom's Wheel

Bloom's Taxonomy

Students will be able to ...

CREATE paragraphs by themselves.

Stage 3: Assessment Evidence

Assessments

Que hice durante mis vacaciones

Summative: Performance: Authentic Task

Stage 4: Learning Plan

Learning Activities/Modules (Lesson Plans)

Please see links

-  [Sp.4-Que hice durante mis vacaciones-Tues# 1](#)
-  [Sp.4-Que hice durante mis vacaciones-Tues# 2](#)
-  [Sp.4-Que hice durante mis vacaciones-Wed # 1](#)
-  [Sp.4-Que hice durante mis vacaciones-Wed # 2](#)
-  [Sp.4-Que hice durante mis vacaciones-Wed # 3](#)
-  [Sp.4-Que hice durante mis vacaciones-Friday# 3](#)
-  [Sp.4-Que hice durante mis vacaciones-Monday#4](#)
-  [Sp.4-Que hice durante mis vacaciones-Tuesday#4](#)
-  [Sp.4-Que hice durante mis vacaciones-Wed.#4](#)
-  [Sp.4-Que hice durante mis vacaciones-Thursday.#4](#)
-  [Sp.4-Que hice durante mis vacaciones-Friday#4](#)
-  [Sp.4-Que hice durante mis vacaciones-Monday#4](#)
-  [Sp.4-Que hice durante mis vacaciones-Tuesday#5](#)
-  [Sp.4-Que hice durante mis vacaciones-Wed.#5](#)
-  [Sp.4-Que hice durante mis vacaciones-Thursday.#5](#)
-  [Sp.4-Que hice durante mis vacaciones-Friday.#5](#)
-  [Sp.4-Que hice durante mis vacaciones-Monday.#5](#)
-  [Sp.4-Que hice durante mis vacaciones-Tuesday #6](#)
-  [Sp.4-Que hice durante mis vacaciones-Wed. #6](#)
-  [Sp.4-Que hice durante mis vacaciones-Thurs. #6](#)
-  [Sp.4-Que hice durante mis vacaciones-Friday #6](#)
-  [Sp.4-Que hice durante mis vacaciones-Thurs# 3](#)
-  [Sp.4-Que hice durante mis vacaciones-Thurs# 2](#)
-  [Sp.4-Que hice durante mis vacaciones-Thursday#1](#)
-  [Sp.4-Que hice durante mis vacaciones-Monday#2](#)
-  [Sp.4-Que hice durante mis vacaciones-Monday#1](#)
-  [Sp.4-Que hice durante mis vacaciones-Friday#2](#)
-  [Sp.4-Que hice durante mis vacaciones-Friday#1](#)

Differentiated Instruction

Thinkquiry Strategies

Strategies

- MAKING CONNECTIONS
- MAKING INFERENCES
- QUESTIONING
- VOCABULARY DEVELOPMENT

Practices/Routines

- ANALYTIC GRAPHIC ORGANIZERS
- GIVE ONE, GET ONE, MOVE ON

Technology Integration - NETS

NETS: Educational Technology (2007)

NETS: All Grades

NETS.S: The Next Generation

- apply existing knowledge to generate new ideas, products, or processes.
 - create original works as a means of personal or group expression.
 - identify trends and forecast possibilities.
- interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
 - communicate information and ideas effectively to multiple audiences using a variety of media and formats
 - develop cultural understanding and global awareness by engaging with learners of other cultures.
 - contribute to project teams to produce original works or solve problems.
- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- identify and define authentic problems and significant questions for investigation.
 - plan and manage activities to develop a solution or complete a project.
 - exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
 - demonstrate personal responsibility for lifelong learning.
- understand and use technology systems.
 - select and use applications effectively and productively.

Technology Integration - Notes

d. transfer current knowledge to learning of new technologies.

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Resources

Local newspaper, i-pad, novels in Spanish, videos

Teacher Notes/Reflections

The length of the daily class is appropriate for this particular group of students.

[<< Previous Year](#)

LESSON PLAN - SPANISH 4 Date: Monday # 2 , October SMHS

UNIT: Que deportes jugaré este año

Lesson plan: Review of rules for Regular verbs in present and past tense. Review of some irregular verbs. Conversation for oral proficiency. Patterns. Cognates

COMMON CORE STRANDS:

Communication: **Interpersonal** (Speaking, listening, writing, reading).
ACTFL Proficiency Guidelines: NOVICE

STANDARDS:

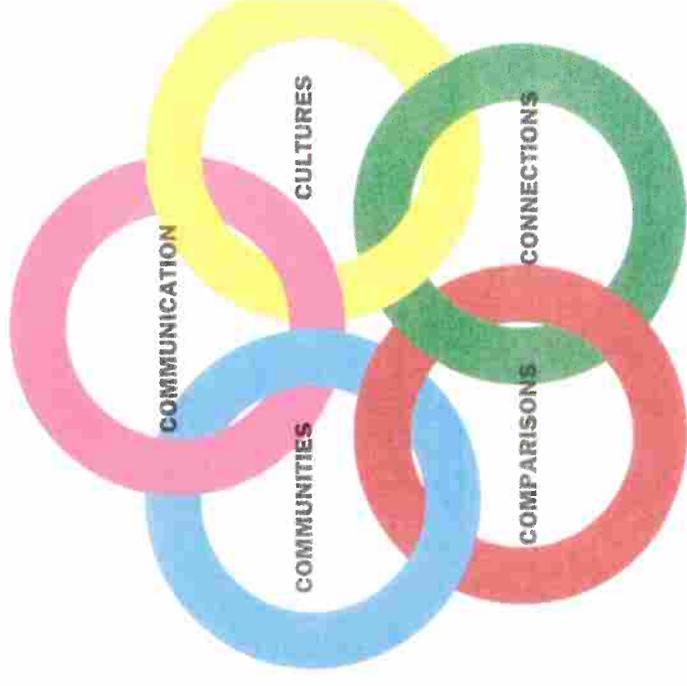
CONNECTIONS: 3.2 Essential question

CULTURE: 2.1 Students demonstrate understanding of the relationship between the practices and perspectives.

COMPARISON: 4.2 Students demonstrate understanding of the concept of culture through comparison of the culture studied and their own.

COMMUNICATION: 1.1 Students engage in conversation, provide and obtain information, express feeling and emotions.

COMMUNITIES: 5.1 Students use the language in school setting.



What will students learn by the end of class? How will they do it? ➡
OBJECTIVES

Content objectives ➡ Students will review how to apply vocabulary in context using Regular and irregular verbs in present, future, and past. Cognates

Language objectives ➡ Students will review rules in grammar such as gender, singular, plural, location of adjectives in the sentence.

Accommodation for students (differentiation) ➡ I do not have any student with special needs in this class.

KEY TERMS:

VOCABULARY: Vocabulary related to their own lives.

Essential question (Foyer Model): Why study another culture?

Launch to activate prior knowledge ➡ DO NOW

PLEASE TELL ME if you can say in Spanish “I will study for a test today. However, yesterday I enjoy talking with my friends.”

TIME ➡ 5 minutes

TIME (min.)	LESSON SEQUENCE (KNOWLEDGE ACQUISITION → LIBRARY)	HOW WILL STUDENTS WORK TOWARDS THE LESSON OBJECTIVES?	ASSESSMENT
25	Students will write a journal expressing ideas in past, present, and future tense. They will use cognates. (Self-Expressive - Mastery)	They will work as a whole group.	Formative
5	One student will read aloud his/her assignment (Understanding)	Students will review pronunciation - The class will listen (Interpersonal)	FORMATIVE

CLOSING QUESTIONS (always refer back to the lesson objectives) → What did you learn about the culture?, comparison?, communication?, communities?, and connections?



Unit Planner: Bonjour! French I

Thursday, January 15, 2015, 12:23PM



RSU District High School>2014-2015>High School>Foreign Language>French I>Week 1 - Week 3

Last Updated: Today by
Nikki Chan

Doman, Valerie

Stage 1: Desired Results

Standards

ME: World Languages

ME: Grades 6-8

Communication

A. Communication: Students communicate in the target language.

A1 Interpersonal

Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns or use appropriate non-manual markers (ASL), which are comprehensible to speakers accustomed to interacting with language learners.

Modern and Classical:

a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing.

Modern only:

b. Participate in conversations on a variety of everyday topics to meet personal needs.

c. Give and respond to directions and commands, orally or in sign language, and in writing.

A4 Language Comparisons

Students compare the target language with English in order to better understand language systems.

Modern and Classical

a. Compare basic grammatical structures and syntax between languages.

c. Compare pronunciation systems between languages.

e. Explain connections between languages through the identification of cognates.

Cultures

B3 Comparisons with Own Culture

Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.

Modern and Classical:

a. Compare verbal and non-verbal communication in a culture(s) in which the target language is spoken to communication in the culture in which the student lives.

ME: Grades 9-Diploma/Secondary

Communication

A4 Language Comparisons

Students use their understanding of the nature of language to enhance their communication in the target language.

Modern and Classical

b. Identify examples of vocabulary, in both languages, that do not translate directly from one language to another.

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Guiding Principles

ME: Guiding Principles

**ME: All grades
Guiding Principles**

7. Uses interpersonal skills to learn and work with individuals from diverse backgrounds.

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Stage 2: Learning Targets

<p>Enduring Understandings <u>Enduring Understanding</u></p> <p>Students will understand that they are capable of speaking a second language, and will develop the comfort necessary to begin communicating in French.</p>	<p>Essential Questions <u>Essential Questions</u></p> <p>How do I introduce myself, say where I am from, and count in French?</p>	<p>Academic Vocabulary</p> <p>Greetings to a friend vs. adult, expressions to answer the question Ca va?, 0-60, time expressions including the 24 hour clock.</p>
<p>Content/Essential Knowledge Students will know...</p> <p>How to introduce themselves, count to 60, and tell time in target language.</p>	<p>Skills/Learning Objectives</p> <p><u>Bloom's Wheel</u> <u>Bloom's Taxonomy</u></p> <p>Students will be able to ...</p> <p>Compare French and English greetings, including personal space, and recognize numbers and time.</p>	

Stage 3: Assessment Evidence

<p>Assessments</p> <p>Unit 1 Test "Bonjour" Summative: Test: Written</p> <p>Fill-in-the blank, sentence-writing, oral multiple-choice, short interview with teacher (oral/aural)</p>

Stage 4: Learning Plan

<p>Learning Activities/Modules (Lesson Plans)</p> <p>Instructional Strategies</p> <p>Lecturing, modeling, listening to CD's, viewing videos, partner practice.</p> <p>Learning Activities/Modules</p> <ol style="list-style-type: none"> 1. La Rentrée, first day of school. Greetings, names, the alphabet, numbers 1-10, French accents. 2. Tu es Français? Nationalities saying where you are from, numbers 10-20. 3. Salut! How to greet friends versus teachers, asking how people are feeling, talking about how you feel, numbers 20-60. 4. L'Heure. Telling time, using official time. 	
<p>Differentiated Instruction</p>	<p>Thinkquiry Strategies</p>

Technology Integration - NETS

Technology Integration - Notes

Resources

Teacher Notes/Reflections

[<< Previous Year](#)



Unit Planner: Geography of France French I

Thursday, January 15, 2015, 12:24PM

ATC

RSU District High School>2014-2015>High School>Foreign Language>French
I>Week 4 - Week 5

Last Updated: Today by
Nikki Chan

Dorman, Valerie

Stage 1: Desired Results

Standards

ME: World Languages

ME: Grades 6-8

Cultures

B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.

B1 Practices and Perspectives

Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.
Modern and Classical:

- a. Describe examples of common beliefs of a culture(s) in which the target language is spoken.
- b. Describe common attitudes of a culture(s) in which the target language is spoken.
- c. Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.

B3 Comparisons with Own Culture

Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.
Modern and Classical:

- b. Recognize contributions of a culture(s) in which the target language is spoken to life in the United States including foods, celebrations, dress, and/or architecture

Communities

D. Communities: Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.

D1 Communities

Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).
Modern and Classical:

- d. Describe language skills and cultural insights gained through real or virtual travel.

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Guiding Principles

ME: Guiding Principles

ME: All grades

Guiding Principles

- 2. Applies knowledge to set goals and make informed decisions.

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Stage 2: Learning Targets

Enduring Understandings

Enduring Understanding

Essential Questions

Essential Questions

Academic Vocabulary

<p>Students will link the country of France with the language and culture they are learning, and begin to understand what makes France unique.</p>	<p>Where is France and how are its cities unique?</p>	<p>All major cities in France, major bodies of water, mountains, surrounding countries in French.</p>
<p>Content/Essential Knowledge Students will know...</p> <p>The map of France, including cities, bodies of water, mountains, culture unique to different areas of France.</p>	<p>Skills/Learning Objectives</p> <p>Bloom's Wheel Bloom's Taxonomy</p> <p>Students will be able to ...</p> <p>Students will be able to locate different French cities, and geographical features within France and surrounding countries, and differentiate between the cultures of various French regions.</p>	
<p>Stage 3: Assessment Evidence</p>		
<p>Assessments</p> <p>Geography of France Quiz Summative: Written: Informative</p> <p>Fill in the blank map of France and surrounding countries, plus cultural questions.</p>		
<p>Stage 4: Learning Plan</p>		
<p>Learning Activities/Modules (Lesson Plans)</p> <p>Instructional Strategies</p> <p>Lecture, partner practice, viewing of video, map work.</p> <p>Learning Activities/Modules</p> <p>1. Introduction to Map of France, modeling of pronunciation, spelling practice with partners, cultural aspects of important cities.</p> <p>2. Practice with blank maps, viewing of videos, partner practice, completion of map paquets.</p>		
<p>Differentiated Instruction</p>	<p>Thinkquiry Strategies</p> <p>Practices/Routines</p> <ul style="list-style-type: none"> ▪ INTERACTIVE WORD WALL 	
<p>Technology Integration - NETS</p>	<p>Technology Integration - Notes</p>	
<p>Resources</p>		

Teacher Notes/Reflections

[<< Previous Year](#)

Evidence submitted by RSU #24 relative to:

7. Evidence of 2014-2015 piloting of the online grade book for reporting proficiency in all 8 content areas and the 5 Guiding Principles for the 2019 Cohort

Sumner Memorial High School

2456 US Highway 1
Sullivan, ME 04664
(207)422-3510

2014 - 2015 Report Card
Grade: 9

GPA Summary:

	Q1
Term GPA	2.702

Attendance Summary:

Q1		Total	
Absent	Tardy	Absent	Tardy
3	1	3	1

Grade Report:

Course	Task	Q1
109-1 ENGLISH ENRICHMENT [Ericksen-Buss, Carolyn]	Progress Report	2
	Term Grade	2.81
	Reading Comprehension	3
	Writing Informative Texts	2.5
	HOW 1: Respect/Behavior	2
	HOW 2: Attendance/Timeliness	2
	HOW 3: Preparedness	4
	HOW 4: Homework/Deadlines	4
	200-3 GOVERNMENT [Perkins, Samantha]	Progress Report
Term Grade		1.5
Writing		1
Reading		1
Power, Authority & Government		2
HOW 1: Respect/Behavior		4
HOW 2: Attendance/Timeliness		4
HOW 3: Preparedness		4
HOW 4: Homework/Deadlines		3
310-1 ALGEBRA I [Stephenson, Andrew]	Progress Report	3
	Term Grade	2.91
	Modeling with Mathematics	1
	Precision	1
	Structure and Repeated Reasoning	3
	Content Knowledge	2.5
	HOW 1: Respect/Behavior	3
	HOW 2: Attendance/Timeliness	4
	HOW 3: Preparedness	3
	HOW 4: Homework/Deadlines	4
	400-3 PHYSICAL SCIENCE [Lavoie, Kevin]	Progress Report
Term Grade		1.73
Writing		2
Inquiry		2
Data		2
Scientific Communication		1
HOW 1: Respect/Behavior		4
HOW 2: Attendance/Timeliness		4
HOW 3: Preparedness		2
HOW 4: Homework/Deadlines		4
500-1 FRENCH I [Dornan, Valerie]		Progress Report
	<i>Term 1 Comments:Bon travail (good work) enthusiastic..however sometimes gives up too soon....Sam you need to persevere more :)</i>	
	Term Grade	3.29
	<i>Term 1 Comments:Sam is an excellent participant. On some written assignments he could be more thorough. He is learning at a good pace.</i>	
	Communication	2.5





Course	Task	Q1
	HOW 1: Respect/Behavior	2
	HOW 2: Attendance/Timeliness	3
	HOW 3: Preparedness	4
	HOW 4: Homework/Deadlines	4
610-2 FRESHMEN SEMINAR (Ramey, Zachery)	Term Grade	3.0
	HOW 1: Respect/Behavior	3
	HOW 2: Attendance/Timeliness	3
	HOW 3: Preparedness	3
	HOW 4: Homework/Deadlines	3

Is your student looking for additional academic support?
We have after school support everyday Mon. - Thurs. with a late bus departure at 4:00 p.m.
Questions? Contact Mr. DiPompo, After-school Coordinator, at rdipompo@rsu24.org

Sumner Memorial High School

2456 US Highway 1
Sullivan, ME 04664
(207)422-3510

Archer, Sean

2014 - 2015 Report Card
Grade: 9

GPA Summary:

Term GPA	Q1
	3.144

Attendance Summary:

Q1		Total	
Absent	Tardy	Absent	Tardy
0	0	0	0

****This Report Card only lists absences. Lack of attendance means there were no absences.**

Grade Report:

Course	Task	Q1
100.G09-2 ENGLISH 9 [Gray, Amber]	Progress Report	3
	<i>Term 1 Comments: Sean is a pleasure to have in class.</i>	
	Term Grade	2.46
	Reading Interpretation	2.5
	Writing Narrative Texts	3
	Writing Process	2
	HOW 1: Respect/Behavior	3
	HOW 2: Attendance/Timeliness	4
	HOW 3: Preparedness	4
	HOW 4: Homework/Deadlines	3
	200-1 GOVERNMENT [Perkins, Samantha]	Progress Report
Term Grade		3.44
Writing		2.5
Reading		3.5
Power, Authority & Government		3.5
HOW 1: Respect/Behavior		4
HOW 2: Attendance/Timeliness		4
HOW 3: Preparedness		4
HOW 4: Homework/Deadlines		4
310-2 ALGEBRA I [Stephenson, Andrew]		Progress Report
	Term Grade	2.77
	Problem Solving	2
	Precision	3
	Structure and Repeated Reasoning	3
	Content Knowledge	3
	HOW 1: Respect/Behavior	4
	HOW 2: Attendance/Timeliness	4
	HOW 3: Preparedness	4
	HOW 4: Homework/Deadlines	2
400-1 PHYSICAL SCIENCE [Lavoie, Kevin]	Progress Report	3
	Term Grade	2.53
	Writing	2
	Inquiry	3
	Modeling	2.5
	Data	2
	Scientific Communication	3
	HOW 1: Respect/Behavior	4
	HOW 2: Attendance/Timeliness	4
	HOW 3: Preparedness	4
HOW 4: Homework/Deadlines	4	
610-1 FRESHMEN SEMINAR [Perkins, Samantha]	Progress Report	3
	Self-Knowledge and Self-Concept	3



Course	Task	Q1
	Beliefs and Behaviors that Lead to Success	3.5
	Career and Life Roles	4
	Term Grade	3.70
	Learning about self-knowledge and Interpersonal relationships	4
	HOW 1: Respect/Behavior	4
	HOW 2: Attendance/Timeliness	4
	HOW 3: Preparedness	4
	HOW 4: Homework/Deadlines	4
710-1 WOODWORKING I [Wells, John]	Progress Report	3
	Term Grade	3.35
	Understanding Processes	3.5
	Materials Manipulation	3.5
	HOW 1: Respect/Behavior	3
	HOW 2: Attendance/Timeliness	3
	HOW 3: Preparedness	3
	HOW 4: Homework/Deadlines	3

Is your student looking for additional academic support?

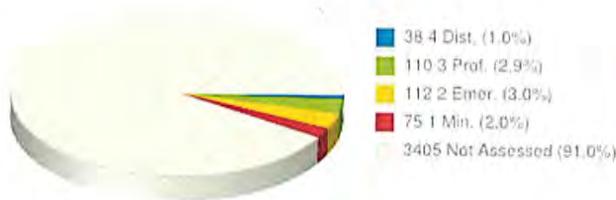
We have after school support everyday Mon. - Thurs. with a late bus departure at 4:00 p.m.

Questions? Contact Mr. DiPompo, After-school Coordinator, at rdipompo@rsu24.org

Progress Reports: Peninsula School

School Progress

PERCENTAGE OF STANDARDS ASSESSED

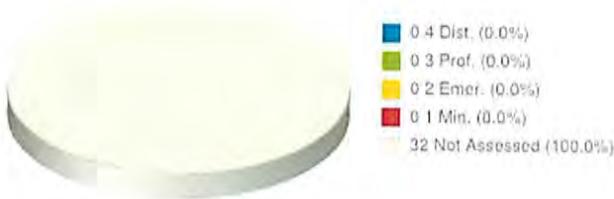


MASTERY OF STANDARDS ASSESSED



Progress for 4th Grade (Common Core)

PERCENTAGE OF STANDARDS ASSESSED

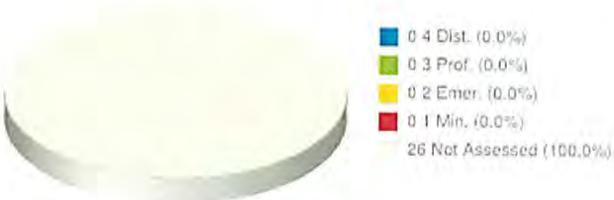


MASTERY OF STANDARDS ASSESSED

There are no scores for this scale.

Progress for 5th Grade (Common Core)

PERCENTAGE OF STANDARDS ASSESSED



MASTERY OF STANDARDS ASSESSED

There are no scores for this scale.

Progress for 6th Grade (Common Core)

PERCENTAGE OF STANDARDS ASSESSED

MASTERY OF STANDARDS ASSESSED

There are no scores for this scale.

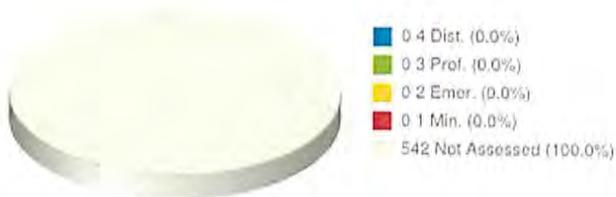


Progress for 7th Grade (Common Core)

PERCENTAGE OF STANDARDS ASSESSED

MASTERY OF STANDARDS ASSESSED

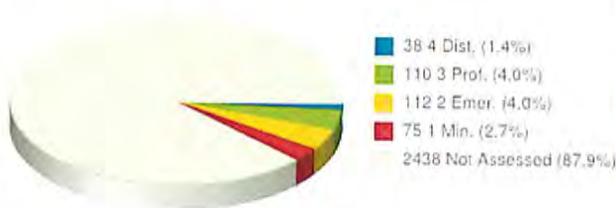
There are no scores for this scale.



Progress for 8th Grade (Common Core)

PERCENTAGE OF STANDARDS ASSESSED

MASTERY OF STANDARDS ASSESSED



Student Report: [REDACTED]

TEACHER: Mrs. Marielle Edgecomb CLASS: 8th Grade SUBJECT: Math

HOWS Habits of Work

Standards
1/3 (2)

CURRENT STATUS: 2-EMER.

COMPLETES ASSIGNMENTS completes assignments in a thorough manner

HOWs Term II
3/4 (4)

CURRENT STATUS: 4-DIST.

BRINGS MATERIALS Brings necessary materials to class

HOWs Term II
4/4 (4)

CURRENT STATUS: 4-DIST.

PARTICIPATES APPROPRIATELY Participates appropriately in class

HOWs Term II
3/4 (3)

CURRENT STATUS: 3-PROF.

ABIDES BY RULES Abides by school and classroom policies

HOWs Term II
3/4 (3)

CURRENT STATUS: 3-PROF.

USES ORGANIZATIONAL TOOLS Uses organizational tools to retain information.

HOWs Term II
3/4 (3)

CURRENT STATUS: 3-PROF.

LEGIBLE WORK Presents legible, organized work.

HOWs Term II
3/4 (3)

CURRENT STATUS: **3-PROF.**

PRESENTS WITH CLARITY AND COHERENCE Delivers Oral presentations with clarity and coherence

HOWs Term II
2/4 (2)

CURRENT STATUS: **2-EMER.**

ASKS FOR HELP Student asks for help when appropriate.

HOWs Term II
2/4 (2)

CURRENT STATUS: **2-EMER.**

Student Report: [REDACTED]

TEACHER: Mrs. Marielle Edgecomb CLASS: 8th Grade SUBJECT: Math

8.EE.A.1

Know and apply the properties of integer exponents to generate equivalent numerical expressions.

Term 1 progress

3/4 (3)

CURRENT STATUS: **3-PROF.****8.EE.C.7**

Solve linear equations in one variable.

Term 1 progress

2/4 (2)

CURRENT STATUS: **2-EMER.****8.F.A.3**Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

Term 1 Progress

2/4 (2)

CURRENT STATUS: **2-EMER.****8.SP.A.1**

Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear.

Progress Term 1

3/4 (3)

CURRENT STATUS: **3-PROF.****PROBLEM SOLVING** Make Sense of Problems and Persevere in Solving them.

Problem Solving

4/4 (4)

CURRENT STATUS: **4-DIST.****REASON ABSTRACTLY AND QUANTITATIVELY** make sense of quantities and their relationships

Reason abstra...

4/4 (4)

CURRENT STATUS: **4-DIST.**

CRITICAL REASONING Construct viable arguments and critique the reasonings of others.



CURRENT STATUS: **4-DIST.**

Evidence submitted by RSU #24 relative to:

9. Evidence policy adoption process will be completed by August 2015 for policies pertaining to the opportunity to learn and demonstrate proficiency in all 8 content areas and the 5 Guiding Principles for the 2019 Cohort (e.g. IKF, IKA, IKAB, IKE,IHC, IIJ)



Policy: IKA

**Regional School Unit No. 24
Sumner Memorial High School**

Assessment and Reporting System

The purpose of the Regional School Unit 24 grading policy is to establish a set of guiding principles that all district educators will use to establish a system of assessment that fairly, clearly, accurately, and consistently communicates student learning progress and achievement.

A. Communicating the Assessment System

To ensure that every student and family has the information and resources they need to understand and appropriately plan a student's educational decisions, our schools, educators, and staff will clearly and consistently communicate—prior to entering high school and throughout the student's educational career—all important and relevant information related to the grading systems used in Sumner Memorial High School.

The Superintendent, through the Principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning the Sumner Memorial High School assessment system is (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the district and high school websites. A detailed guide to assessment and reporting practices will be disseminated to all incoming ninth-grade students and their families at the time of course selection. This policy will also be referenced in each edition of the student handbook and on the district and high school websites. As soon as it is practical and feasible, the Board expects the Superintendent or designee to inform all students and their families of any modifications made to the assessment system.

B. Academic Assessment

All assessment and reporting practices at Sumner Memorial High School will reflect the following design characteristics:

1. The primary purpose of the assessment system shall be to fairly, clearly, accurately, and consistently communicate learning progress and achievement to students, families, postsecondary institutions, potential employers, and other relevant stakeholders and audiences.

2. The assessment system shall be designed to ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
3. The assessment system will measure, report, and document student proficiency against a set of clearly defined cross-curricular and content-area graduation standards developed by the administration, faculty, and staff of Sumner Memorial High School.
4. The assessment system will measure, report, and document academic progress and achievement separately from habits of work.
5. The assessment system will ensure consistency and fairness in the evaluation of learning, and in the assignment of scores and proficiency levels, across students, teachers, assessments, learning experiences, content areas, and time.

C. Habits of Work Assessment

All assessment and reporting practices for habits of work at Sumner Memorial High School will reflect the following design characteristics:

1. The Sumner Memorial High School administration, faculty, and staff will develop and apply a common set of Habits of Work standards, and related scoring criteria, that teachers will use to assess students on work habits and behaviors.
2. The Habits of Work assessment system will measure, report, and document habits of work and behaviors separately from academic progress and achievement. A student achieving a high level of academic proficiency may demonstrate a low level on Habits of Work proficiency, and vice versa.
3. Habits of Work will be monitored over the duration of a learning experience and scores, as measured and determined using common assessment methods and scoring criteria, will be reported for each student at the end of a term or grading period.
4. The Habits of Work assessment system will ensure consistency and fairness in the assessment of work habits and behaviors, and in the assignment of scores and proficiency levels, across students, teachers, assessments, course, learning experiences, content areas, and time.
5. Habits of Work scores shall be communicated using the same performance levels used for academic reporting.

D. Evaluation of Assessments and Standards

Sumner Memorial High School will employ a consistent system of assessment that reports student learning progress and achievement across two aligned categories on a 4-point scale that aligns Proficiency Levels with Proficiency Descriptions.

Using rubrics and scoring guides, individual assessments will be scored in accordance with the following Proficiency Levels and Proficiency Descriptions:

Proficiency Levels	Proficiency Descriptions
4.0	Distinguished
3.5	Exceeding
3.0	Proficient
2.5	Developing
2.0	Emerging
1.0	Minimal/No Evidence

Aggregate Proficiency Scores (academic scores based on a full body of evidence, as opposed to the traditional “averaged” grade) in cross-curricular and content-area standards shall be derived through a common and consistently applied process that is collaboratively developed by the administration, faculty, and staff at the school and approved by the Principal. Aggregate Proficiency Scores for cross-curricular and content-area standards will be derived via assessments at the performance indicator level and reported in accordance with the same categories as individual assessments.

Aggregate Proficiency Scores	Aggregate Proficiency Descriptions
4.0	Distinguished Work in Performance Indicators
3.5	Exceeding Work in Performance Indicators
3.0	Proficient Work in Performance Indicators
2.5	Developing Work in Performance Indicators
2.0	Emerging Work in Performance Indicators
1.0	Minimal Work/No Evidence in Performance Indicators

E. Assessing Courses and Learning Experiences

Overall Course Proficiency Scores for courses and other learning experiences defined in the district’s Multiple Learning Pathways policy that align to the cross-curricular and content-area standards of the Maine Learning Results shall be rounded to a single decimal point and reported in accordance with the categories below. Learning experiences that are not aligned to Maine Learning Results standards (such as Advanced Placement Courses) will also receive a Course Proficiency Score reported in accordance with the same categories.

Course Proficiency Scores	Course Proficiency Descriptions
3.9–4.0	Distinguished Work in Course Standards
3.5–3.8	Exceeding Work in Course Standards

3.0–3.4	Proficient Work in Course Standards
2.5–2.9	Developing Work in Course Standards
2.0-2.4	Emerging Work in Course Standards
1.0–1.9	Minimal Work/No Evidence in Course Standards

F. Changes to the Assessment System

The school administration, faculty, and staff, under the leadership of the Principal, may modify the reporting system based on the evolving needs of students, teachers, families, and other stakeholders, but the Proficiency Levels shall remain fixed, and will continue to measure, report, and document student proficiency against a set of clearly defined and consistently applied cross-curricular and content-area standards.

G. Grade Point Average

Sumner Memorial High School will employ a consistent system of grading, scoring, and aggregating proficiency that will produce a rolling and cumulative Grade Point Average for each student. The Grade Point Average will be reported on the official Sumner Memorial High School transcript and will be used to determine Latin honors in accordance with the following categories of academic distinction described in the district Academic Recognition policy:

Summa Cum Laude (with highest honors): a minimum cumulative GPA of 3.9

Magna Cum Laude (with great honors): a minimum cumulative GPA of 3.7

Cum Laude (with honors): a minimum cumulative GPA of 3.5

Legal Reference

None

Cross References

IK: Assessment of Student Learning

IKC: Transcripts

IKD: Academic Recognition

IKFF: Multiple Pathways

Approved: 01/06/2015



Policy: IKC

Sumner Memorial High School Transcripts

An official transcript is created and maintained for all students who attend Sumner Memorial High School. To ensure that the transcript conveys a full and accurate picture of a student's academic record and accomplishments, and that it can be accurately interpreted and understood by diverse external audiences, the following guidelines apply to all official transcripts issued by Sumner Memorial High School:

- A. The names of courses, content areas, and other relevant information will be presented in full, not abbreviated.
- B. All learning experiences—whether they are classroom-based courses or approved learning pathway options, such as internships, dual-enrollment courses, or independent studies—will be clearly recorded by title and category type (e.g., course, internship, dual-enrollment, independent study, etc.).
- C. The student's grade level when the course or learning experience was completed, and its duration (e.g., semester, year, or summer session), will be recorded.
- D. Summary grades and/or proficiency levels for specific courses and learning experiences will be recorded.
- E. The student's cumulative proficiency-based Grade Point Average will be recorded alongside any Latin honors attained.
- F. Additional academic and co-curricular accomplishments may be recorded, as appropriate, including test scores, significant awards and honors.
- G. The transcript will include a summary of proficiency levels achieved on Sumner Memorial High School's cross-curricular and content-area graduation standards.
- H. The transcript will include a summary explanation of the school's grading system and graduation requirements.
- I. Selected student information will be presented, including the student's full name, date of enrollment, date of graduation, and other relevant, non-private information.
- J. Contact information for the school, principal, guidance counselor, and/or student advisor will be presented.

Legal Reference

None

Cross References

IKA: Grading and Reporting System

IKD: Academic Recognition

IKF: Graduation Requirements

Approved: 09/16/2014



Policy: IKD

**Sumner Memorial High School
Academic Recognition: Class Rank and Grade Point Averages**

For the classes of 2015, 2016 and 2017, weighted grades are used when calculating grade point average and class rank. Grades for AP courses are weighted by a factor of 1.10. Calculations of grade point averages include all courses with the exception of those graded on a pass/fail basis. Class rank and GPA are computed at mid-year and end of each year. Senior honor parts are determined by the rank/GPA through the first semester senior year.

Academic Recognition: Latin Honors and Grade Point Averages

For the Class of 2018 and beyond, to recognize high academic achievement as determined by students demonstrating proficiency in the school's cross-curricular and content-area graduation standards, Sumner Memorial High School uses a system of Latin honors and proficiency-based Grade Point Averages to award academic recognition and distinction. Using a system familiar to prospective colleges and universities, Sumner Memorial High School does not rank order students based on relative performance, but awards Latin honors based on individual achievement as measured against consistently applied learning standards.

A. Latin Honors

The categories of academic distinction are as follows:

Summa Cum Laude (with highest honors)

Magna Cum Laude (with great honors)

Cum Laude (with honors)

B. Grade Point Averages

Sumner Memorial High School will employ a consistent system of grading, scoring, and aggregating proficiency that will produce a rolling and cumulative Grade Point Average for each student. The Grade Point Average will be reported on the official Sumner Memorial High School transcript and will be used to determine Latin honors in accordance with the following categories:

Summa Cum Laude: a minimum GPA of 3.9

Magna Cum Laude: a minimum GPA of 3.7

Cum Laude: a minimum GPA of 3.5

Legal Reference

None

Cross References

IKA: Grading and Reporting System

IKC: Transcripts

Approved: 09/16/2014



Policy: IKD-A

Sumner Memorial High School Honor Roll

The Regional School Unit 24 Board believes that achieving Honor Roll status at Sumner Memorial High School is a distinction that all students should strive to attain. The RSU Board therefore sets the following requirements that students must meet or exceed for each Honor level.

A. For the Class of 2015 – 2017:

Grades are computed numerically but the relationship between numerical and letter grades are as follows:

99-100 = A+	83-84 = C+
95-98 = A	79-82 = C
93-94 = A-	77-78 = C-
91-92 = B+	75-76 = D+
87-90 = B	72-72 = D
85-86 = B-	70-71 = D-
	69 and below, fail = F

To qualify for Honor Roll status, a student must:

1. Be enrolled in and receive grades for five or more full credit courses, or equivalent
2. Earn an 80 or better in all courses for the ranking period considered
3. Meet all eligibility requirements described in the district High School Co-Curricular Programs policy

The three levels of traditional Honors at Sumner Memorial High School are:

1. Highest Honors: Grade Point Average > 95, no grade below 90
2. High Honors: Grade Point Average 90 – 100, no grade below 85
3. Honors: Grade Point Average 85 – 100, only two grades between 80 and 84

B. For the Class of 2018 and beyond:

Overall Course Proficiency Scores for courses and other learning experiences defined in the district's Multiple Learning Pathways policy that align to the cross-curricular and content-area standards of the Maine Learning Results shall be rounded to a single decimal point and reported in accordance with the categories below. Learning experiences that are not aligned to Maine

Learning Results standards (such as Advanced Placement Courses) will also receive a Course Proficiency Score reported in accordance with the same categories.

Course Proficiency Scores	Course Proficiency Descriptions
3.9–4.0	Distinguished Work in Course Standards
3.5–3.8	Exceeding Work in Course Standards
3.0–3.4	Proficient Work in Course Standards
2.5–2.9	Developing Work in Course Standards
2.0-2.4	Emerging Work in Course Standards
1.0–1.9	Minimal Work/No Evidence in Course Standards

To qualify for Honor Roll status, a student must:

1. Be enrolled in and receive course proficiency scores for five or more courses, or other learning experiences defined in the district’s Multiple Learning Pathways policy
2. Earn a course proficiency score of 2.5 or better in all courses for the ranking period considered
3. Meet all eligibility requirements described in the district High School Co-Curricular Programs policy

The three levels of proficiency based Honors at Sumner Memorial High School are:

1. Highest Honors: Grade Point Average > 3.5, no course proficiency score below 3.2
2. High Honors: Grade Point Average > 3.2, no course proficiency score below 3.0
3. Honors: Grade Point Average > 3.0, only one proficiency score between 2.5 and 2.9

C. Requests to change a student grade:

Appeals of grades may only be made for reasons allowed by law and must be made within thirty days of the date the grade was issued. Maine law provides that when grades are given for any course of instruction offered by a school, the grade awarded to a student is the grade determined by the teacher of the course and the determination of a student’s grade by that teacher, in the absence of clerical or mechanical mistake, fraud, bad faith or incompetence, is final.

D. Honor Roll Publishing:

A student having an “incomplete” at the time the Honor Roll is published will not be included in the published listing. A student with grades in the appeals process at the time the Honor Roll is published will also not be included in the published listing.

Legal Reference

None

Cross References

IKA: Grading and Reporting

IKFF: Multiple Pathways

JJIA: High School Co-Curricular Programs

Approved: 01/06/2015



Policy: IKF

Sumner Memorial High School Graduation Requirements

Awarding a high school diploma based on the accumulation of credits earned for passing courses has been a longstanding practice in American high schools, but this system has not ensured that students meet high academic standards and demonstrate proficiency. Consequently, many graduates leave high school unprepared to succeed in postsecondary education and modern careers.

To ensure that all students graduate from our schools with the knowledge, skills, and work habits they will need in adult life, the Regional School Unit 24 has adopted a proficiency-based system of teaching, learning, promotion, and graduation. Beginning with Sumner Memorial High School Class of 2018, all students will need to demonstrate achievement of all cross-curricular and content-area graduation standards before receiving a high school diploma. These new graduation requirements will ensure that each student provides evidence that they have achieved expected learning standards, and acquired the knowledge, skills, and work habits that will prepare them for postsecondary education and modern careers.

The district's proficiency-based diploma system also requires our schools and educators to provide the interventions, support systems, and personalized-learning pathways that each student needs to meet the expected standards and graduate college and career ready.

A. Communicating Graduation Requirements

To ensure that every student and family has the information and resources they need to appropriately plan and sequence the student's educational decisions, our schools, educators, and staff will clearly and consistently communicate—prior to entering high school and throughout the student's educational career—the graduation standards and diploma requirements that must be met to earn a high school diploma.

The Superintendent, through the high school principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning all graduation standards and diploma requirements are (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the district and high school websites. A detailed guide to graduation standards, academic expectations, and diploma requirements will be disseminated to all incoming ninth-grade students at the time of course selection. This policy will also be referenced in each edition of the high school student handbook and on the district and high school websites.

As soon as it is practical and feasible, the Board expects the Superintendent or designee to inform all students and their families of any modifications made to the district's graduation requirements, which extends to all applicable changes in relevant state law, rules, or regulations.

The Board has approved the following schedule of minimum requirements for graduation, which encompasses minimum graduation requirements specified by the state and described in relevant laws, rules, and regulations. The Board is aware that current law and regulations are subject to change. **Legal Reference:** 20-A M.R.S.A. § 4722-A (as revised) Proficiency-Based Diploma Standards; Ch. 127 § 7 (Me. Dept. of Ed. Rule) (as revised)

B. Academic Requirements for Graduation

For the Sumner Memorial High School classes of 2015–2017, the following graduation requirements remain in effect:

The student must successfully complete a total of 23 credits:

1. English/language arts – 4 credits;
2. Mathematics – 3 credits;
3. Social studies and history, including one year of American history and government – 3 credits;
4. Science, including at least one year of laboratory study – 3 credits;
5. Fine arts, which may include art, music, or drama – 1 credit;
6. Health – 1/2 credit (1 credit, classes of 2015 and 2016); and
7. Physical education – 1 credit (2 credits, classes of 2015 and 2016).
8. Senior portfolio and oral presentation of portfolio

The student must demonstrate computer skills according to the school's standards for computer literacy, proficiency, and performance.

The remaining credits may be selected by the student based on his/her interest, satisfaction of course prerequisites, and requirements of the field that he/she plans to enter upon graduation.

The student must also satisfactorily complete a total of 10 community service hours and 2 service learning projects.

Commencing with the Class of 2018, all students attending Sumner Memorial High School must meet the following graduation requirements:

B1. All students will demonstrate that they have achieved proficiency in the content-area graduation standards of the Maine Learning Results. Meeting the standard entails demonstrating proficiency in each of the following content areas prior to graduation:

1. English Language Arts (proficiency required for 2018 and beyond)
2. Mathematics (proficiency required for 2018 and beyond)
3. Social Studies (proficiency required for 2018 and beyond)
4. Science and Technology (proficiency required for 2018 and beyond)

5. Health Education and Physical Education (proficiency required for 2019 and beyond)
6. Visual and Performing Arts (proficiency required for 2019 and beyond)
7. World Languages (proficiency required for 2019 and beyond)
8. Career and Education Development (proficiency required for 2019 and beyond)

The Sumner Memorial High School administration, faculty, and staff will develop and apply a set of graduation standards and performance indicators that align with the content-area standards of the Maine Learning Results.

To satisfy graduation requirements, all students must be engaged in proficiency-based educational experiences in all eight content-areas of the Maine Learning Results in order to demonstrate proficiency. Students must be engaged in English Language Arts, Mathematics, and Science and Technology in each year of their secondary school program. The standards of Career and Education Development may be embedded and addressed in other content-area learning experiences.

The student must also satisfactorily complete a total of 10 community service hours and 2 service learning projects.

B2. All students will demonstrate that they have achieved proficiency in the cross-curricular Guiding Principles of the Maine Learning Results.

The Guiding Principles state that each Maine student must leave school as:

1. A clear and effective communicator
2. A self-directed and lifelong learner
3. A creative and practical problem solver
4. A responsible and involved citizen
5. An integrative and informed thinker

The Sumner Memorial High School administration, faculty, and staff will develop and apply a set of graduation standards and performance indicators that align with the cross-curricular standards of the Guiding Principles of the Maine Learning Results.

B3. While most students will satisfy graduation requirements over the course of a four-year academic program, students may also satisfy Sumner Memorial High School's graduation requirements during a period of time that is either accelerated or lengthened, based on their distinct learning needs. All students who wish to accelerate or extend their academic program are expected to develop an Individual Learning Plan (ILP) with assistance from counselors, teachers, and/or administrators that allows them to meet expected standards at the pace and with the support they need.

C. Multiple Pathways

Sumner Memorial High School offers all students multiple learning options that allow students to demonstrate proficiency on expected learning standards, earn academic credit, and satisfy graduation requirements. Sumner Memorial High School also encourages its students to explore a broad range of learning experiences, including outside-of-school options.

To pursue outside-of-school learning options, students must describe their learning experiences in an Individual Learning Plan (ILP), including how the experience satisfies both graduation requirements and expected cross-curricular and content-area standards.

Learning options may include, but are not limited to, the following:

1. Academic courses offered by the school
2. Early college or dual enrollment courses
3. Career and technical education programming
4. Online or virtual learning
5. Apprenticeships, internships and/or field work
6. Community service
7. Exchange programs
8. Independent study
9. Alternative education or "At Risk" programming
10. Adult education

D. Transfer Students

For students who transfer to Sumner Memorial High School from another state, country, school, program, or home-schooling situation, including educational programs that are not aligned with Sumner Memorial High School's cross-curricular and content-area graduation standards, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in Sumner Memorial High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal. The Superintendent will ultimately determine whether these students are eligible to receive a diploma.

E. Home-Schooled Students

For home-schooled students wishing to receive a diploma from Sumner Memorial High School, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in Sumner Memorial High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal.

F. Students Receiving Special-Education Services

Students who successfully meet Sumner Memorial High School's cross-curricular and content-area graduation standards, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

G. Extended Study

Students are eligible for extended years of study to complete the school's graduation requirements through the school year in which they turn 20. Students eligible for extended years of study may be referred to adult education or other programs and resources.

H. Participation in Graduation Ceremony

A student must complete all Board requirements for a high school diploma to participate in graduation exercises.

Legal Reference

20-A M.R.S.A. § 4722-A (as revised) Proficiency-Based Diploma Standards
Ch. 127 § 7 (Me. Dept. of Ed. Rule) (as revised)

Cross References

IK: Assessment of Student Learning
IKA: Grading and Reporting System
IKC: Transcripts
IHCDA: Dual Enrollment and Early College
IKD: Academic Recognition
IKE: Promotion, Retention, and Acceleration
IKFF: Multiple Pathways

Approved: 01/06/2015



Policy: IKFF

Sumner Memorial High School Multiple Pathways

Sumner Memorial High School offers students a variety of learning options that allow students to demonstrate proficiency on expected learning standards, earn academic credit, and satisfy graduation requirements.

Sumner Memorial High School also encourages its students to explore a broad range of learning experiences, including outside-of-school options, that allow them to pursue personal interests and career aspirations, gain applied knowledge and skills, and build strong work habits and character traits. All students wanting to pursue an alternative pathway will create a Personalized Learning Plan intended to increase educational engagement and motivation, while increasing preparation for postsecondary education and careers.

A. Learning Options

Sumner Memorial High School offers multiple learning options to students, including academic courses, career and technical education programming, online and blended learning experiences, alternative and at-risk programming, internship and exchange experiences, and adult education. Many of these options are detailed in the annual program of studies, and some are available to all students through the regular course registration and enrollment process.

B. Personal Learning Plans

In addition to the learning options offered by the school, students can work with advisors, counselors, and teachers to identify alternative courses, programs, or student-designed learning experiences, including independent studies and long-term projects, that engage their personal interests and ambitions, align with one or more learning standards, and meet Sumner Memorial High School's graduation requirements.

To pursue a personalized learning pathway, including outside-of-school learning options, students must describe their learning experiences in a Personal Learning Plan, including how the experience satisfies both graduation requirements and expected cross-curricular and content-area standards.

Outside-of-school learning options may or may not be entirely aligned with specific classroom-based courses, but they must enable students to achieve at least some of the performance indicators taught in a comparable classroom-based course. Some interdisciplinary pathway experiences may enable students to achieve performance

indicators addressed in multiple content areas or classroom-based courses. The student's Personal Learning Plan will detail how the personalized pathway options will enable the student to achieve expected performance indicators, graduation standards, and graduation requirements.

C. Approval, Certification, and Documentation

All learning options must be approved, reviewed, certified, and documented by administrators, teachers, and staff at Sumner Memorial High School. Advisors, counselors, and/or teachers, working in collaboration with all participating outside instructors or supervisors, will certify that learning experiences culminate in the demonstration of proficiency on the graduation standards and performance indicators detailed in a student's approved Personal Learning Plan.

To satisfy Sumner Memorial High School graduation requirements, all learning options must (1) be approved in advance by the school and (2) be of an equal or higher rigor and quality as the school's academic courses. If questions arise about the rigor, quality, or standards of a learning option, the Principal or a designee will make the ultimate determination.

Students who successfully complete an approved learning option will have the experience, and the resulting grade or performance level, reported on the student's progress reports, report cards, and official Sumner Memorial High School transcript.

Legal Reference

Maine Revised Statutes, Title 20–A, Chapter 207–A, Instruction, Subchapter 1, General Requirement, Section 47

Cross Reference

IKA: Grading and Reporting System

IKC: Transcripts

IKF: Graduation Requirements

Approved: 09/16/2014

Evidence submitted by RSU #24 relative to:

11. Evidence that the metric for determining proficiency is aligned to the complexity and cognitive demand of the reporting standards and performance indicators.

**Road Map for the Remainder of the Years—Friday Learning Club Meetings
2015**

Work to be the Focus	Topic	Date
9:00 am	Steering Committee	8/26/14
7 standards of NEASC Overview of SIG/DIRIGO/NEASC Update evidence with staff Code for strengths/weaknesses Survey Staff	Introduction to NEASC	8/28/14
7:00 am -7:30 am	Review Roadmap	9/3/14
21 st Century Learning Expectations Reporting on IC Program of Studies	Proficiency based updating	9/5/14
Staff will be provided with a filled in rubric for final editing. Amber will teach us to create a Google Survey	Finalize 21 st Century Learning Expectations Rubric Amber—Google Survey	9/12/14
Learn assignment to standards committee Review standard requirements Assign tasks for completion of work (Don't forget to schedule a Fall visit date for a staff member from NEASC) (Staff should use rubric at least once by 11/14/14)	NEASC Committee work	9/19/14*
TBD	Nikki Chan will be to help with the transition to Proficiency Based	9/26/14
Review Learning Styles and Strategies Strategic Teacher Teacher Rounds Plan Review Core Six	Review of Strategies—Thoughtful Ed Model / Assessment	10/3/14
Review Motto, Vision, and Core Beliefs and align with 21 st Century Learning Expectations. Work on standards and decide what evidence you will bring on 11/14/14	Work on Core Beliefs and Common Rubric	10/10/14
P: Curriculum Planning SPED: ILPs and IEP and Proficiency Based Work SC: Lesson Planning for Self-Study and Site Visit SC: work on school summary report	Pathways / Special Ed /Steering Committee	10/17/14
Work on standards and decide what evidence you will bring on 11/14/14	NEASC committee work	10/24/14*
Review Strategy—examples and non examples Begin Teacher Rounds—Using Reading for Meaning	Reading for Meaning Model / Assessment	10/31/14

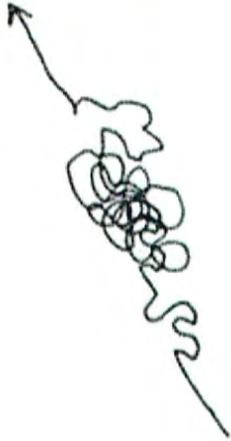
*Marianne @ TLN Meeting @ Augusta

P: Curriculum Planning SPED: ILPs and IEP and Proficiency Based Work SC: Lesson Planning for Self-Study and Site Visit SC: Finish school summary report, if necessary	Pathways /Special Ed/Steering Committee	11/7/14
Two page narrative--Steering Committee will gather feedback and input from staff for the school summary report (Steering committee will have report done by 11/7/14)	School Summary and Collection of Evidence	11/14/14
Review Strategy Teacher Rounds Using Student Work	Task Rotation and Questioning Styles and Strategies Model / Assessment	11/21/14*
P: Curriculum Planning SPED: ILPs and IEP and Proficiency Based Work SC: Lesson Planning for Self-Study and Site Visit	Pathways /Special Ed/Steering Committee	12/5/14
Continue to align Core Beliefs / 21 st Century Learning with school wide rubrics and practice	21 st Century / Core Beliefs/Common Rubric	12/12/14
Review Strategy Teacher Rounds Lesson Planning and teaching fundamentals	Note-Making Review Model / Assessment	12/19/14
P: Curriculum Planning SPED: ILPs and IEP and Proficiency Based Work SC: Lesson Planning for Self-Study and Site Visit	Pathways /Special Ed/Steering Committee	1/9/15
TBD	NEASC committee work	1/16/15
Why is Compare and Contrast a good strategy? The Four Principles of Compare and Contrast.	Compare and Contrast Model / Assessment	1/23/15
P: Curriculum Planning SPED: ILPs and IEP and Proficiency Based Work SC: Lesson Planning for Self-Study and Site Visit	Pathways /Special Ed/Steering Committee	1/30/15*
Evaluate alignment of Core Beliefs / 21 st Century Learning with school wide rubrics and practice	21 st Century / Core Beliefs/Common Rubric	2/6/15
Planning a lesson with Compare and Contrast Teacher Rounds	Compare and Contrast Model / Assessment	2/13/15
P: Curriculum Planning SPED: ILPs and IEP and Proficiency Based Work SC: Lesson Planning for Self-Study and Site Visit	Pathways /Special Ed/Steering Committee	2/27/15
TBD	NEASC committee work	3/6/15
Sharing Compare and Contrast Lessons Evaluating the lesson	Compare and Contrast Model / Assessment	3/13/15

*Marianne @ TLN Meeting @ Augusta

Teacher Rounds		
P: Curriculum Planning SPED: ILPs and IEP and Proficiency Based Work SC: Lesson Planning for Self-Study and Site Visit	Pathways /Special Ed/Steering Committee	3/20/15
Evaluate alignment of Core Beliefs / 21 st Century Learning with school wide rubrics and practice	21st Century / Core Beliefs/Common Rubric	4/3/15
How Interactive Lecture engages students, builds memory, and deepens comprehension. The Principles of Interactive Lecture	The Interactive Lecture Model / Assessment	4/10/15
P: Curriculum Planning SPED: ILPs and IEP and Proficiency Based Work SC: Lesson Planning for Self-Study and Site Visit	Pathways /Special Ed/Steering Committee	4/17/15
TBD	NEASC committee work	5/1/15
Lesson Planning Teacher Rounds Utilizing Student Work	Interactive Lecture Model / Assessment	5/8/15
P: Curriculum Planning SPED: ILPs and IEP and Proficiency Based Work SC: Lesson Planning for Self-Study and Site Visit	Pathways /Special Ed/Steering Committee	5/15/15
Evaluate alignment of Core Beliefs / 21 st Century Learning with school wide rubrics and practice	21st Century / Core Beliefs/Common Rubric	5/22/15
Evaluating the Lesson Sharing Student Work Scoring work with School Wide Rubric	Interactive Lecture Model / Assessment	5/29/15
P: Curriculum Planning SPED: ILPs and IEP and Proficiency Based Work SC: Lesson Planning for Self-Study and Site Visit	Pathways /Special Ed/Steering Committee	6/5/15
Evaluate alignment of Core Beliefs / 21 st Century Learning with school wide rubrics and practice	21st Century / Core Beliefs/Common Rubric	6/12/15

*Marianne @ TLN Meeting @ Augusta

<u>Success</u>		what people think it looks like
<u>Success</u>		what it really looks like

RSU 24

NOVEMBER PROFESSIONAL DEVELOPMENT

with a focus on proficiency based education
11/24/2014 & 11/25/2014

RSU 24 LEADERSHIP

Presents two days of professional development centered around proficiency based education in preparation for the gradual district shift towards K-12 classrooms that center around individual student achievement and content area standards

Throughout the district, our schools are beginning to move towards the strategic vision of a K-12 proficiency based school system. Individually, schools have been working at different paces and through different facets to begin structural and instructional changes in this direction. 2014-2015 district professional development offerings will have a strong tie to proficiency based education, as Sumner Memorial High School is implementing Phase I of the shift towards proficiency with their Freshmen, along with Peninsula School who is in Phase I with their 6-8 team, and the K-12 special education team who have begun writing standards-based IEP's for all of their students. All school and district leaders are invested in this process, and, working together with faculty and staff, hope to ease the transition ahead in each building.

In addition to the current district and state initiative,

a few other trainings and work sessions will be completed during these professional development days. For example, everyone will have suicide prevention training in the morning of day one as part of a state mandate. This training will purposefully be completed in three small groups at different locations, as we know the subject matter can be heavy and touch close to home for many in the room. We encourage faculty and staff to take care of their own needs during this time if they are feeling like they need to step out for personal reasons. A light, team building activity will take place after the training to refresh and refocus the mood and work for the rest of the two days.

We are committed

to moving RSU 24 forward as a strong set of elementary schools that funnel into a high school that provides the best educational opportunities for students in Downeast Maine. Leadership is committed to championing individual school character, while aligning to district ideals which will serve *all* students in the best way possible. Throughout this professional development opportunity, cross-school, cross-grade level, and cross-discipline conversations will occur in order to bridge the gap between our current practices regarding proficiency based education. We look forward to having this rich collaboration and discussion time with you - our faculty and staff are ready to significantly move this initiative forward in our schools. The attached documents should give you a good idea of the agenda, times, and session descriptions for our two days together. As a final note, lunch will be provided to you on both of these days at no cost.

On behalf of the team, we thank you for an open mind in knowing that success in transformational change isn't always an easy or straightforward path.

See you soon!

Nikki Chan, Curriculum Director

November 24, 2014 - Mountain View School & Sumner Memorial High School

Session #/Time	K-2	3-5	6-8	9-12	Special Ed	Special Ed	Special Ed	Special Ed Techs	Regular Ed Ed Techs	School Counselors	Nurses	Administrative Assistants
8:00-8:10	Opening Welcome @ MVS Gymnasium	Opening Welcome @ MVS Gymnasium	Opening Welcome @ SMHS Cafeteria	Opening Welcome @ SMHS Room 18	Opening Welcome @ SMHS Cafeteria	Opening Welcome @ SMHS Room 18	Opening Welcome @ SMHS K-8: Cafeteria 9-12: Room 18	Opening Welcome @ SMHS Cafeteria	Opening Welcome @ SMHS Cafeteria	Opening Welcome (in Presentation Space)	Opening Welcome (in Presentation Space)	Opening Welcome @ MVS Gymnasium
SESSION 1 8:15-9:50	Suicide Prevention Training @MVS Gymnasium	Suicide Prevention Training @ MVS Gymnasium	Suicide Prevention Training Group 1 Cafeteria	Suicide Prevention Training Group 2 Room 18	K-8 Teachers: Suicide Prevention Training Group 1 Cafeteria	9-12 Teachers: Suicide Prevention Training Group 2 Room 18	K-8: Suicide Prevention Training Group 1 Cafeteria ----- 9-12: Group 2 Room 18	Suicide Prevention Training Group 1 Cafeteria	Suicide Prevention Training Group 1 Cafeteria	Suicide Prevention Training Presenters	Suicide Prevention Training Presenters	Suicide Prevention Training @ MVS Gymnasium
10:00-10:20	TEAM BUILDING @MVS Gymnasium	TEAM BUILDING @MVS Gymnasium	TEAM BUILDING Cafeteria	TEAM BUILDING Room 18	TEAM BUILDING Cafeteria	TEAM BUILDING Room 18	TEAM BUILDING Room 18	TEAM BUILDING Cafeteria	TEAM BUILDING Cafeteria	TEAM BUILDING	TEAM BUILDING	TEAM BUILDING
SESSION 2 10:30-12:20	Lucy Calkins Workshop #1 MVS Gymnasium Title I Workshop Room 19	Lucy Calkins Workshop #1 MVS Gymnasium Title I Workshop Room 19	Guiding Principles Workshop Cafeteria	Guiding Principles Workshop Cafeteria	Guiding Principles Workshop Cafeteria	Guiding Principles Workshop Cafeteria	Guiding Principles Workshop Cafeteria	Guiding Principles Workshop Cafeteria	Guiding Principles Workshop Cafeteria	Peer Supervision: Suicide Prevention Training Debrief & Next Steps Room 8	Meds Training @ MVS for Admin Assistants Room 22	Meds Training @ MVS w/Nurses Room 22
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
SESSION 3 1:10-3:00	Lucy Calkins Workshop #2 MVS Gymnasium Title I Workshop Room 19	Lucy Calkins Workshop #1 MVS Gymnasium Title I Workshop Room 19	Habits of Work Workshop Cafeteria	Habits of Work Workshop Cafeteria	Habits of Work Workshop Cafeteria	Habits of Work Workshop Cafeteria	Habits of Work Workshop Cafeteria	Habits of Work Workshop Cafeteria	Habits of Work Workshop Cafeteria	Community Outreach Services, Conversations and Planning Room 8	ADS Training @ CO	Back to School Buildings

November 25, 2014 - Sumner Memorial High School

Session #/Time	K-2	3-5	6-8	9-12	Special Ed	Special Ed	Special Ed Ed Techs	Regular Ed Ed Techs	School Counselors	Nurses	Administrative Assistants
8:00-8:20	Opening Welcome @ SMHS Gymnasium Introduction to Proficiency Based Education	Opening Welcome @ SMHS Gymnasium Introduction to Proficiency Based Education	Opening Welcome @ SMHS Gymnasium You're Next - 6-8 Proficiency Based Education in RSU 24	Opening Welcome @ SMHS Gymnasium Graduation Standards & Performance Indicators Workshop	Opening Welcome @ SMHS Gymnasium K-8 Teachers: Executive Functioning & PBE: Bridging the Gap	Opening Welcome @ SMHS Gymnasium 9-12 Teachers: Executive Functioning & PBE: Bridging the Gap	Opening Welcome @ SMHS Gymnasium Introduction to Proficiency Based Education	Opening Welcome @ SMHS Gymnasium Introduction to Proficiency Based Education	Opening Welcome @ SMHS Gymnasium Curriculum, Lesson & Treatment Planning Workshop	Opening Welcome @ SMHS Gymnasium Collaborative Nursing Services & Planning Workshop	Opening Welcome @ SMHS Gymnasium Gymnasium
SESSION 1 8:30-11:00	Introduction to Proficiency Based Education Cafeteria	Introduction to Proficiency Based Education Cafeteria	Room 17	Room 18	Room 21	Room 21	Cafeteria	Cafeteria	Room 8		School Building Work
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
SESSION 2 11:45-2:15	Report Cards Analysis: Needs & Wants Room 19	Instructional Shifts in Proficiency Based Education Cafeteria	Promotion Standards & Performance Indicators Workshop Room 17	Rubrics & Assessments: Creation & Tuning Room 18	K-8 Teachers: Defining the Lingo and Developing the Tools Room 21	9-12 Teachers: Defining the Lingo and Developing the Tools Room 21	Instructional Shifts in Proficiency Based Education Cafeteria	Instructional Shifts in Proficiency Based Education Cafeteria	Curriculum, Lesson & Treatment Planning Workshop Room 8	Influenza Vaccine Documentation Tasks	School Building Work
2:25-3:00	Closing, Team Report Out Gymnasium	Closing, Team Report Out Gymnasium	Closing, Team Report Out Gymnasium	Closing, Team Report Out Gymnasium	Closing, Team Report Out Gymnasium	Closing, Team Report Out Gymnasium	Closing, Team Report Out Gymnasium	Closing, Team Report Out Gymnasium	Closing, Team Report Out Gymnasium	Closing, Team Report Out Gymnasium	School Building Work

Session Details:

Suicide Prevention Training -

This session will focus on youth suicide prevention. Talking points include beliefs about suicide, warning signs and risk factors, basic intervention skills to use with suicidal behavior, and resources for help.

Lucy Calkins Workshop #1: Norming Meeting -

This session will focus on scoring student writing and developing common understanding of the Anchor papers, as well as how the descriptors of student writing match student writing samples.

Lucy Calkins Workshop #2: Developing Learning Goals and Supporting Students Through Confering and Small Group Instruction -

This session will use the scores completed in the morning session to determine student needs and to develop instructional sequences to support student writers.

Title I Workshop -

This session is designed specifically for Title I employees. Teachers will be able to spend valuable time collaborating on effective intervention strategies, sharing of case studies, and discussing the impact of what proficiency based education will mean for Title I students.

Guiding Principles Workshop -

This 6-12 session is designed to move the work forward that started at the August professional development day. During this time, vertical and horizontal conversations will occur to drive the assessment process forward with this set of Maine Learning Results. Supplemental materials from the August session are provided in with this packet for prior review.

Habits of Work Workshop -

This 6-12 session will focus on current Habits of Work (HOW) documents in RSU 24 in order to begin the discussion about district HOW indicators (per grade band) in order to serve *all* students with the same supports and expectations. Structured rubric use and inter-rater reliability will also be discussed at this session.

Introduction to Proficiency Based Education -

This session is designed to define proficiency based education (PBE) lingo and outline key structural, instructional and philosophical PBE benchmarks. Many of these benchmarks won't be shifts - we're already there! The implications of the RSU 24 PBE timeline for the K-5 population will also be discussed during this session.

You're Next: 6-8 Proficiency Based Education in RSU 24 -

This session will focus on current and future pilots within the middle school proficiency based education (PBE) classroom in RSU 24. Structural, instructional and philosophical benchmarks that will need to be completed (some have already) will be explored in this session, as all 6-8 classrooms will be practicing PBE models next year in order to best serve future high school students.

Graduation Standards and Performance Indicators Workshop -

This work session will provide time for high school teachers to revisit, revise, and finalize all performance indicators underneath their content-area graduation standards. This work will help to provide more detailed feedback for assessments and reporting purposes moving forward in the Phase I implementation of proficiency based education at SMHS.

Executive Functioning and PBE: Bridging the Gap -

This session will ask participants to investigate connections between skills needed for executive functioning and mastering standards. Here, special education staff will discover and discuss interventions, as well as work in small groups to plan implementation of intervention strategies.

Report Cards Analysis: Needs and Wants -

This workshop will be an exploratory session to view current K-2 report cards in RSU 24, as well as a time to explore current proficiency based report cards in the state of Maine. Although the K-2 population has the gift of time regarding the shift to PBE, now is the time to start having discussions, looking at preferred models, and working to bridge the gap and create a horizontal community to support the district's youngest learners.

Instructional Shifts Within Proficiency Based Education -

This session will focus on delivering, defining, and discussing instructional hallmarks of student-centered classrooms. Some specific topics for this session include differentiation, proficiency groupings, and the role of ILP's.

Promotion Standards and Performance Indicators Workshop -

This work session will provide time for middle school teachers to visit, discuss, revise, and/or finalize all performance indicators underneath their content-area promotion standards. This work will be driven from the high school level graduation standards and performance indicators. Any K-8 specialists (PE/Health, etc.) should attend this session as well as core content area teachers.

Rubrics and Assessments: Creation and Tuning -

This work session will provide high school staff to create and tune rubrics for the current and future use within the Phase I implementation of proficiency based education at SMHS. These include content-area rubrics and assessments, as well as Guiding Principles rubrics and assessments as needed per department.

Defining the Lingo and Developing the Tools -

This session will continue the PBE "lingo" conversation with special ed staff, as well as take stock of where the team is, identify next steps, and continue work on and plan special projects.

Peer Supervision: Suicide Prevention Training Debrief & Next Steps -

Community Outreach Services, Conversations and Planning -

Curriculum, Lesson & Treatment Planning Workshop -

Collaborative Nursing Services & Planning Workshop -

These work sessions are designed to provide structured time for school counselors and nurses to collaborate on current programming, curriculum, and guest speakers/services. This will also provide time to debrief the RSU 24 suicide prevention training and discuss next steps regarding suicide prevention practice district wide.

Meds Training for Administrative Assistants -

This workshop is provided to the administrative assistants by RSU 24 nursing staff as a yearly refresher on medication administration and documentation.

We look forward to seeing you!