

REGIONAL SCHOOL UNIT 78
Rangeley Lakes Regional School

Rangeley * Dallas Plantation * Magalloway Plantation * Rangeley Plantation * Sandy River Plantation
43 Mendolia Road * Rangeley * Maine * 04970

Phone:(207) 864-3311 * Fax :(207) 864-2451 * Web: <http://www.rangeleyschool.org>

Susan A. Pratt, Superintendent/High School Principal

Charles Brown, Elementary Principal

Dear Diana,

Please find attached the documentation of supplemental materials for the original application for Extension 1 for our proficiency-based diploma for the class of 2018.

We wish to continue to request this extension option and have provided additional materials to support your requests. After consultation with content specialists from DOE, the standards documents have been modified and additional examples of assessment materials included following each content area. There is also an example of a report card that the class of 2018 might receive.

RLRS has developed a comprehensive grading philosophy and practice sheet following much work early this school year. These practices were in place for all freshmen prior to school starting in the fall of 2014. There is now consensus for all grades K-12 on grading as outlined in our philosophy.

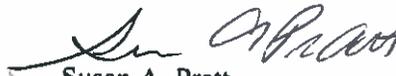
RLRS high school students are monitored at least weekly through our RTI process. A description of this process is included in the packet. We offer many supports including small group, individual support, and after school supports for students at RLRS. We also offer a large variety of options for accelerating students and focus on an individual plan development process. We have outlined this process in the packet as well.

You requested evidence of policy development and they were included in the first submission, however, I have also included them in the amended packet. These policies include IKA, IKE.

The RLRS staff is currently working to develop a timeline for determining mastery of the Guiding Principals. We expects to have a draft by June of 2015, and will review this with school board and community in the fall of 2015 for final adoption prior to June of 2016. Please see the enclosed documentation of the benchmarks for this work.

I appreciate your time and energy to review our added documentation and await your feedback.

Respectfully Submitted,



Susan A. Pratt
Superintendent

Proficiency-Based Diploma Extension Option 1

At the time of the extension application the SAU will:

- Provide evidence of demonstrated preparedness to award diplomas based on proficiency of the standards in all eight content areas in 2018.
- Provide a description of the overall plan to add proficiency in the standards of the Guiding Principles to the criteria for a proficiency-based diploma after July 1, 2020. The description should include benchmarks for the 2014-2015 school year and each year for which the extension is requested.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were 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	
Kennebec Valley	
Midcoast	
Penquis	
Washington	
Western Maine	X
York	

3. **School Administrative Unit: Regional School Unit #78**
4. **High School(s): Rangeley Lakes Regional School**
5. **Name and title of person completing the extension request: Susan A. Pratt, Superintendent of Schools/High School Principal**
6. **Superintendent's name, address, phone number and email: Susan A. Pratt, 43 Mendolia Road, Rangeley, ME 04970 207-864-3311 spratt@rangeleyschool.org**

Evidence of Preparedness

7. **Describe the proficiency-based system in place at the secondary level for students to demonstrate proficiency in the standards of all eight content areas in 2018. 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**

Regional School Unit 78 teachers and administration identified specific standards from the Maine Learning Results for all 8 content standards in 2013-14. These standards were adopted by the RSU 78 School Board in a vote of 751/152 of those present on May 13, 2014. These standards were previously agreed upon by the high school faculty as attainable for all students with appropriate supports and should be expected for graduation from Rangeley Lakes Regional School. (Attachment 1)

Following adoption of the standards in May of 2014, staff has been working on full alignment of these standards to the 9-12 content curriculum map. They are tracking mastery of standards for the class of 2018 using both an electronic compilation of the data and a portfolio of evidence. The instructional practice in the classrooms works with students to understand the complexity of evidence they must master to should proficiency. The high school is using a 4 (four) point rubric to delineate performance toward mastery. (Attachment 2)

The RSU 78 School Board adopted new Graduation Requirements(IKF) for the Class of 2018 and beyond in February of 2014 (Attachment 3)

The entire high school staff hosted a parent meeting on April 7 following several written informational times to keep parents informed about standards work and proficiency based learning. 70% of the parents attended this meeting as the details of what the expectations would be for students. There were questions about students who receive special education services and how the expectations would be matched to the Individual Education Plans for these students. Parents wanted access to view portfolios along the way and the high school team will make copies of evidence as requested.

The community is continually updated on the PBE work using both weekly newsletter and the local press coverage of the school board meetings. Teachers are doing regular presentations for the School Board and public on standards based changes within the school.

RLRS has established a Leadership Team to help move the work of PBE from grades K-12. The benchmarks have been identified by staff for grades 2,5,and 8. Many grade levels have identified the standards by working in groups of K-2, 3-5 and 6-8. The Leadership Team worked this summer to plan professional learning opportunities for staff to delineate a standards based transition for the entire K-12 program with a primary focus for this year being K-9.

Instructional practice has changes as teachers communicate and reach clarity with students on proficiency of the standards for at all levels. The high school staff have worked to communicate and unpack standards with students. Curriculum is matched so that all freshmen instruction is matched with the standards for grade 9. The engagement of students in the process has been amazing in this short time. The high school team will host student lead conferences with the freshmen class to engage students in their mastery of standards for their courses.

Inherent in the standards based transition is monitoring of students and communication of an lagging skills. Students are assigned and regrouped as needed to intervention blocks based on continuous monitoring of students. For RSU 78, we hold a daily "Laker Time" for interventions and supports for students. The entire high school staff meets weekly to discuss and monitor student progress for our students. The 22 students have freshmen progress carefully tracked on a weekly basis.

The 9th grade students will move through their high school education collecting evidence that shows proficiency within each content area. Students who have not received a 3 on the identified standards are being monitored carefully and offered multiple opportunities to reach proficiency. The students spend time understanding the expectations of proficiency. Ongoing Parent communication is key to our

implementation and monitoring of student progress is required by both staff and parents. Using technology to practice skills using IXL and Khan Academy are part of our program. Students are expected to reflect on and self-assess “Habits of Work (HOW)” consistently in all content areas. These are used to monitor effort toward meeting proficiency and used in conjunction with proficiency for decisions on interventions. A “HOW” rubric has been developed and weekly reporting on the four categories of this rubric are reported to students and parents.

The entire K-12 teaching staff is engaged in a process to determine a common philosophy of grading and reporting. They are using Marzano’s Model to identify best practice on teaching and learning and actively engaged in changing instruction for students. The students are using technology to communicate with staff and sharing understanding of standards. They also are using Google Drive and Google + to create classroom connections outside of the class time. Teachers are reaching out to students by posting resources to course accounts.

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 all eight content areas in 2018. The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the extension is requested to reach the ultimate goal of awarding proficiency-based diplomas in eight content areas and the Guiding Principles after July 1, 2020. 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

The RSU #78 Leadership Team has undergone a process over the last two years involving community, the School Board, Staff, and Students in developing a Board adopted Mission and Vision Statement that incorporates views of the stakeholders. (Exhibit 4) The multiple versions of this document have been facilitated by a consultant and used an inclusive process. It has been shared with the larger community and gains support in decisions that are being made at many levels including budget.

Within the vision and guiding principals for RSU 78 are statements that clearly support our proficiency work in the areas of “staff involvement in decision making” and “providing students a range of choices for learning ...authentic, and personalized learning environment supported by the community”. Our guiding principals state that our curriculum is: “aligned to rigorous standards and provides multiple ways for students to demonstrate proficiency”. To these ends our move to a K-12 standards-based learning system is timely, directed by stakeholders and student focused. This work started before the proficiency-based education requirement was adopted and has gained momentum over the last 14 months.

Our Leadership Team has developed grade group goals for implementation of PBE for the year as follows:

K-5 Team

As a K-5 Team:

- #1 Examine current grading practices (*September - October, 2014*)
- #3 Identify benchmark standards for grade 5 (*Summer 2014*)
- #3 Identify grade level standards for K, 1, 2 (*September - December, 2014*)
- #3 Identify grade level content standards for grades 3 & 4 (*Summer 2014*)
- #4 Identify two grade level standards for each content area (Student Learning Outcomes - SLOs) (*September, 2014 - February, 2015*)
- #4 Develop pre and post assessments for each SLO (*September, 2014 - February, 2015*)
- #6 Continually monitor the RTI process and refer students as needed (*all year*)

As a Whole Staff:

- #1 Book study (*September - November, 2014*)
(*Repair Kit for Grading: 15 Fixes for Broken Grades, by Ken O'Connor*)
- #1 Develop RLRS philosophy on grading (*September - December, 2014*)
- #1 Develop consensus on grading practices
(*September, 2014 - January, 2015*)

Middle School Team

As a Middle School Team:

- #1 Examine current grading practices (*September - October, 2014*)
- #3 Identify benchmark standards for grade 8 (*Summer 2014*)
- #3 Identify grade level content standards for grades 6 & 7 (*Summer 2014 - December, 2014*)
- #4 Identify two grade level standards for each content area (Student Learning Outcomes - SLOs)(*September, 2014 - February, 2015*)
- #4 Develop pre and post assessments for each SLO(*September, 2014 - February, 2015*)
- #6 Continually monitor the RTI process and refer students as needed (*all year*)

As a Whole Staff:

- #1 Book study (*September - November, 2014*)

(Repair Kit for Grading: 15 Fixes for Broken Grades, by Ken O'Connor)

#1 Develop RLRS philosophy on grading *(September - December, 2014)*

#1 Develop consensus on grading practices *(September, 2014 - January, 2015)*

High School Team

As a High School Team:

#1 Examine current grading practices *(September - October, 2014)*

#4 Identify two grade level standards for each content area

(Student Learning Outcomes - SLOs)(September, 2014 - February, 2015)

#4 Develop pre and post assessments for each SLO *(September, 2014 - February, 2015)*

#2 Develop guiding principles component of PB Diploma document

(September, 2014- June, 2016)

#6 Continually monitor the RTI process and refer students as needed *(all year)*

As a Whole Staff:

#1 Book study *(September - November, 2014)*

(Repair Kit for Grading: 15 Fixes for Broken Grades, by Ken O'Connor)

#1 Develop RLRS philosophy on grading *(September - December, 2014)*

#1 Develop consensus on grading practices *(September, 2014 - January, 2015)*

Specialists

As a Specialists Team:

#1 Examine current grading practices *(September - October, 2014)*

#3 Identify grade level content standards for art, music, physical education, world language, and career and educational development *(Summer 2014 - December, 2014)*

#4 Identify two grade level standards for each content area *(Student Learning Outcomes - SLOs)(September, 2014 - February, 2015)*

#4 Develop pre and post assessments for each SLO *(September, 2014 - February, 2015)*

#6 Continually monitor the RTI process and refer students as needed *(all year)*

As a Whole Staff:

#1 Book study *(September - November, 2014)*

(Repair Kit for Grading: 15 Fixes for Broken Grades, by Ken O'Connor)

#1 Develop RLRS philosophy on grading *(September - December, 2014)*

#1 Develop consensus on grading practices *(September, 2014 - January, 2015)*

Leadership Team

#5 Develop PD calendar for 2014-2015 school year *(Summer 2014)*

#1 Develop a final draft of the RLRS philosophy on grading *(September, 2014- January, 2015)*

#1 Develop a final document reflecting the RLRS consensus on grading *(September, 2014 - February, 2015)*

The goal of development of the Guiding Principals Document for Graduation as highlighted above will start in January 2015 and a draft document will be in place by Sept 2015 with revisions and Board approval by June of 2016.

System of Supports for Student Learning :

9. Describe the system of supports you have in place for secondary school 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

The secondary staff meet in a PLC once per week and have a specific agenda to follow:

Students of Concern and Intervention suggestions:

"HOW"- Habits of Work concerns

Staff reflections

Laker Time student Assignments- Updates

Round-table

Other

Students in grades 9 and 10 are also given NWEA Fall and spring with progress monitoring NWEA in January for Mathematics, Reading, and Language Arts. We use curriculum-based assessments to monitor progress for the other content areas. Students develop goals for NWEA annually. Students have multiple opportunities for support including "Laker Time", Afterschool Study and On-line supports from programs and teachers. We offer a variety of programs to individualize instruction. These programs include alternative education which uses project based learning model, special education aligned to needs but that is an inclusionary model with additional supports as needed; early college both off site and on-line; virtual high school; AP English, AP Art, and AP History; work experience; and Career and Technical Education. Our 54 high school students are monitored regularly (at least weekly) by the 7.5 FTE high school staff who work with them. The nature of our small school warrants personalized instruction to meet student needs. We use both electronic

grade books and email communication to parents to keep them informed. We also provide traditional progress reports to parents and students. Data review is built into our team process and team meetings as indicated from our agenda.

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: 00%
- Community Engagement :0%
- One-year Carry Over: 100%

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

The use of carry-over transition funds in FY15 are primarily for professional development around developing criteria to assess and monitor progress toward proficiency in the Guiding Principals.

Total Money Received from the State for Transition Funds (1/10 of 1% of the budget) as of 10/16/14:

\$ 3565.13

\$ 0.00 Spent

\$ 3565.13 Balance

Professional Development in FY 15

\$ 877.63- Development resources for the team to create criteria of proficiency

\$1000.00- Data management to track guiding principals.

Cost of Substitutes for Professional Development days for high school team.

7.5 X \$75 /day X 3 Days- \$1687.50

Option 1 Authorization Page

Annually the SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- evidence of progress toward the identified annual benchmarks;
- goals and benchmarks for continued progress over the next school year toward the awarding of diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles; and
- a budget for use of additional proficiency-based diploma transition funds.

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 January 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;

D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.

We certify that the criteria for awarding diplomas beginning after July 1, 2020 will include the addition of the following criteria from Maine Revised Statutes 20-A §4722-A:

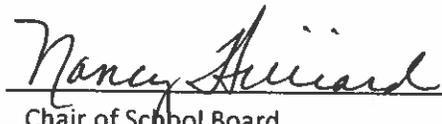
C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209.



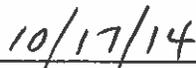
Superintendent of Schools



Date



Chair of School Board



Date

Scoring & Reporting Philosophy

All RLRS scoring and reporting practices will support the learning process and encourage student success (January 2015).

Purposes for Scoring Students' Work

Primary Purpose

- Communicate achievement status to students, parents, and others

Secondary Purposes (in no particular order)

- Sorting students for post-secondary opportunities and business decisions
- To track, monitor, progress over time and at a given point in time.
- Build confidence and motivate students
- To show students where they are going in their learning path along the continuum.
- Guide instruction.

Definitions

Scores the number or letter given to any student assessment, formative assessments, or summative compilation of a collection of numbers or letters.

Achievement: absolute level of performance

Progress: improvement by an individual relative to a goal or standard

Scoring and Reporting Philosophy, Guidelines, and Practices

Based on a review of educational research and best practices, the district's Scoring & Reporting Practices have been revised using a framework organized within eight guidelines. The overall goal of the eight guidelines is to support the learning process and encourage student success through full implementation of these guidelines by the end of the 2015-16 school year. Quality use of these grading practices is directly dependent on the quality of formative and summative assessments that teachers use on a regular basis to measure learning. These guidelines articulate to all stakeholders a scoring and reporting philosophy that is consistent with educational best practices. At the same time, these guidelines do provide some flexibility for individual teacher use, because effective scoring practices must be based on both evidence and professional judgment. As more work is done on standards, this philosophy will need to be revisited, revised, and adapted to new knowledge. RLRS will have additional work to do to determine the best way to report to parents a regular snapshot of achievement and the coding of the scores at the various grade level groups (e.g. K-5, 6-8, 9-12).

Guidance 1: Relate scores to the achievement of course/grade level standards.

- RLRS standards will provide the basis for determining proficiency /mastery.
- It is not limited solely to grade level standards but a continuum of standards K-12.

Guidance 2: Use agreed-on performance standards as the reference points when determining scores.

- The meaning of scores, whether letters or numbers, will be derived from clear descriptions of performance standards (e.g. 3, proficient, or "B").
- Students will earn the score when they hit the goal, which means a bell curve cannot be used.

Guidance 3: Separate achievement from all other dispositions and behaviors.

- Scores will be based solely on achievement of course/grade level standards. Student attendance, effort, ability, participation, attitude, and other behaviors will be reported separately from achievement using a work habits rubric.
- Scores will be based on individual, not group, achievement, however group work may be a standard that is being assessed and therefore would be a part of a process score.

Guidance 4: Sample student performance. Don't score everything but do give feedback regularly and when practical.

- Scores will be determined primarily through a combination of assessments (both unit and course/grade level) and performance tasks.
- Use rubrics, assessment checklists, and other types of scoring guides to provide formative feedback on various types of performance tasks (e.g. products, projects, and other performances).

Guidance 5: Score in “pencil” and maintain records so they can be easily updated.

- Students will be provided with multiple assessment opportunities to show what they know, understand, and how they can use knowledge. Monitoring of the progress of student's multiple opportunities shall be maintained.

Guidance 6: To determine scores at the end of the ranking period, use professional judgment when considering the body of evidence. Scoring must involve more than just crunching numbers.

- Use the most consistent level of achievement, with emphasis on the more recent performance when applicable.
- When scoring, give serious consideration to using the median (or mode), rather than simply using the mean.
- No zeros for missing or incomplete work. Future decisions will need to be made to determine how we can keep parents accurately informed about student pace.
- Enrichment opportunities may be provided only when relevant to demonstrating ways to extend the proficiency for the curriculum standards.

Guidance 7: Use quality assessments and properly record evidence of achievement.

- Use assessments that meet rigorous design criteria (e.g. clear targets, clear purpose, appropriate match of target and method, appropriate sampling, and lack of bias and distortion).
- Use appropriate tools (e.g. portfolios, checklists) to record and maintain evidence of achievement as well as evidence of work habits/life skills.

Guidance 8: Involve students in the assessment and scoring processes throughout the learning cycle.

- Ensure that students understand in advance how their scores will be determined (age appropriate).
- Involve students in the assessment process, record keeping, and communicating their achievement and progress to parents.

Exhibit 1

10/16/14

English Language Arts

Graduation Standards and Performance Indicators

READING FOUNDATIONS

Understand concepts of print and basic conventions of English (ccRF). Proficiency in this area should be demonstrated by the end of grade 5, at which point students should apply these skills into their daily reading routine.

Applied in reading comprehension and interpretation performance indicators.

1. READING COMPREHENSION

Read and comprehend appropriately complex literary and informational texts independently and proficiently. (ccRA 10)

A. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.2)

B. Determine the central ideas of a text, analyze their development, and provide an objective summary. (RI.2)

2. READING INTERPRETATION:

Interpret, analyze, and evaluate appropriately complex literary and informational texts. (ccRA 7, 10)

A. cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL+RI.1)

B. Evaluate content and multiple sources of information presented in diverse media and formats to interpret literature, address a question or solve a problem. (RL+RI.7)

C. Integrate information from diverse sources, including foundational U.S. documents, into a coherent understanding of an idea or event, noting discrepancies and agreement among sources. (RL+RI.9)

3. WRITING ARGUMENTS

Write clear and coherent arguments for a range of tasks, purposes, and audiences. (ccWA 1, 4, 10)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence that: (W.1)

A. Develop claim(s) and counterclaims fairly and thoroughly. (W.1b)

B. 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. (W.1c)

C. Establish and maintain a formal style and objective tone. (W.1d; W.2e)

D. Provide a concluding statement or section that follows from and supports the argument presented. (W.1e)

4. WRITING INFORMATIVE AND NARRATIVE TEXTS

10/16/14

Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences. (ccWA 2, 3, 4, 10)	
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information that: (W.2; L.3)	
A. Introduce a topic; organize ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. (W.2a)	
B. Develop the topic 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. (W.2b)	
C. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (W.3b)	
5. WRITING PROCESS	
Develop and strengthen writing. (ccWA 5)	
A. Independently 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. (W.5)	
B. Demonstrate conventions of standard English grammar and usage when writing (L.1; L.2).	
C. Use technology to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.6)	
D. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (L.6)	
6. WRITING RESEARCH:	
Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (ccWA 7, 10)	
A. collect relevant information from multiple print and digital sources. (W.8)	
B. Integrate accurate information into the text selectively and purposefully to maintain the flow of ideas, while following a standard citation format and avoiding plagiarism and overreliance on any one source. (W.8)	
C. Draw evidence from literary or informational texts to support analysis, reflection and research, integrating information from diverse sources into a coherent understanding of an idea or event, noting discrepancies and agreement among sources. (W.9)	
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. (ccSLA 1)	
A. Refer to evidence from texts and other research on the topic or issue to stimulate an exchange of ideas. (SL.1a)	

10/16/14

	<p>B. Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence. (SL.1b,c)</p> <p>C. 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. (SL.1d)</p>
	<p>D. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.3; L.3)</p>
	<p>8. SPEAKING AND LISTENING PRESENTATION:</p>
	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective (CCSLA 4)</p>
	<p>A. Develop a clear line of reasoning that addresses alternative or opposing perspectives. (SL.4)</p>
	<p>B. Make strategic use of digital media in presentations. (SL.5)</p>
	<p>C. Adapt speech to a variety of contexts and tasks. (SL.6; L.3)</p>
	<p>D. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for speaking and listening at the college- and career-readiness level. (L.6)</p>

Common Core Standards

West Virginia
2014 State Champion
Austin Gage

Poetry Out Loud aligns with the following Common Core standards depending on each individual teacher's lesson plan.

Anchor Standards for Reading (RL.9-10, RL.11-12)

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

Anchor Standards for Language (L.9-10, L.11-12)

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Poet Robinson Jeffers

New Jersey
2014 State Champion
Natasha Simone
Vargas

Poet Donald Hall

Illinois
2014 State Champion
Monica Labelle

Poet Alice Fulton

Florida
2014 State Champion
Emily Rodriguez

Poet
Gwendolyn Brooks

Missouri
2014 State Champion
Thomas K. Fields

Poet Countee Cullen

**RLRS
Poetry Project Rubric**

Student's name: _____

Poem: _____

	4 Excellent	3 Above average	2 Average	1 Unsatisfactory
Mode of Media	Sharp, clear use of chosen media. No ambiguity of purpose.	Clear use of chosen media. Some ambiguity of purpose.	Student seems unsure as to why they chose this form of media to convey poem's purpose.	Disconnected purpose between student's chosen media and the final product.
Poetic Devices	Five or more devices are clearly evident in the final product.	3 to 4 devices are evident in the final product.	1 to 2 devices are evident in the final product.	There is no evidence the student has identified a single poetic device.
Creativity	Intricate thought is cleverly manipulated.	Thought is included to produce engaging piece.	Little thought is given to produce a narrow creation.	No evidence that any thought was considered when creating this piece.
Presentation	Thorough and concise details are given with little or no prompting.	Necessary details are provided with little prompting.	Details are extracted mostly by teacher's prompting.	Few details are given even when prompted.
Comprehension	Student fully grasps process and shows evidence of what the poem means to them.	Student grasps process and is able to convey its figurative meaning.	Student recognizes a process is involved and provides a denotative explanation	Student goes through the motions; sees no purpose to the process.

Comments:

Poetry Out Loud Scoring Rubric

	Weak	Below Average	Average	Good	Excellent	Outstanding
Physical Presence	Stiff or agitated; lacks eye contact with audience; appears uncomfortable	Timid; unsure; eye contact and body language reflects nervousness	Body language and eye contact are at times unsure, at times confident	Comfortable; steady eye contact and confident body language	Poised; body language and eye contact reveal strong stage presence	Authoritative; body language and eye contact show compelling stage presence
Voice and Articulation	Inaudible; slow; distracting rhythm; singsong; hurried; mispronunciations	Audible, but quiet; too loud; monotone; paced unevenly; affected tone	Clear; adequate intonation; even pacing	Clear, appropriate intonation and pacing	Very clear, crisp, effective use of volume, intonation, rhythm, and pacing	Very clear, crisp, mastery of rhythm and pace, skillful use of volume and intonation
Dramatic Appropriateness	Poem is overshadowed by significant distracting gestures, facial expressions, inflections or accents; acting out of poem; singing; over-emoting; inappropriate tone	Poem is secondary to style of delivery; includes instances of distracting gestures, facial expressions, and vocal inflections; inappropriate tone	Poem is neither overwhelmed nor enhanced by style of delivery	Poem is enhanced by style of delivery; any gestures, facial expressions, and movement are appropriate to poem	Style of delivery reflects precedence of poem; poem's voice is well conveyed	Style of delivery reflects internalization of poem; all gestures and movements feel essential to poem's success
Level of Complexity	Simple content, easy language, short length	Straight-forward language and content; moderate length	One element of challenging content, language, or length	Contains two elements of challenging content, language, or length	Contains very challenging content and language; length is appropriate to complexity of poem	Contains extremely challenging content and language; length is challenging for a poem of this complexity
Evidence of Understanding	Obscures meaning of poem	Doesn't sufficiently communicate meaning of poem	Satisfactorily communicates meaning of poem	Conveys meaning of poem well	Interprets poem very well for audience; nuanced	Masterfully interprets poem for audience, deftly revealing poem's meaning
Overall Performance	Ineffective or inappropriate recitation; does disservice to poem	Inadequate recitation; lackluster; does disservice to poem	Sufficient recitation; lacks meaningful impact on audience	Enjoyable recitation; successfully delivers poem	Inspired performance shows grasp of recitation skills and enhances audience's experience of the poem	Captivating performance—whole equals “more than the sum of the parts”; shows mastery of recitation skills

Contest Evaluation Sheet

NAME OF STUDENT:

TITLE OF POEM:

	Weak	Below Average	Average	Good	Excellent	Outstanding
Physical Presence	1	2	3	4	5	6
Voice and Articulation	1	2	3	4	5	6
Dramatic Appropriateness	1	2	3	4	5	6
Level of Complexity	1	2	3	4	5	6
Evidence of Understanding	1	2	3	4	5	6
Overall Performance	1	2	3	5	7	9

TOTAL: _____ (maximum of 39 points)

ACCURACY JUDGE'S SCORE: _____ (maximum of 8 points)

FINAL SCORE: _____ (MAXIMUM OF 47 POINTS)



Final

A. Interpret the structure of expressions. (CCSS HSA.SSE.A)	
B. Write expressions in equivalent forms to solve problems. (CCSS HSA.SSE.B)	
C. Perform arithmetic operations on polynomials. (CCSS HSA.APR.A)	
D. Understand the relationship between zeros and factors of polynomials. (CCSS HSA.APR.B)	
E. Rewrite rational expressions. (CCSS HSA.APR.D.6)	
F. Create equations that describe numbers or relationships. (CCSS HSA.CED.A)	
G. Understand solving equations as a process of reasoning and explain the reasoning. (CCSS HSA.REI.A)	
H. Solve equations and inequalities in one variable. (CCSS HSA.REI.B)	
I. Solve systems of equations. (CCSS HSA.REI.C.5-7)	
J. Represent and solve equations and inequalities graphically. (CCSS HSA.REI.D)	
FUNCTIONS	
Interpret, analyze, construct, and solve linear, quadratic, and trigonometric functions.	
A. Understand the concept of a function and recognize function notation. (CCSS HSE.IF.A)	
B. Interpret functions that arise in applications in terms of the context. (CCSS HSE.IF.B)	
C. Analyze functions using different representations. (CCSS HSE.IF.C.7A-C,E,8-9)	
D. Build a function that models a relationship between two quantities. (CCSS HSE.BF.A.1A-B.2)	
E. Build new functions from existing functions. (CCSS HSE.BF.B.3,4A)	
F. Construct and compare linear, quadratic, and exponential models and solve problems. (CCSS HSE.I.E.A)	
G. Interpret expressions for functions in terms of the situation they model. (CCSS HSE.LE.B)	
I. Model periodic phenomena with trigonometric functions. (CCSS HSE.TF.B.5)	
J. Apply trigonometric identities. (CCSS HSE.TF.C8)	
GEOMETRY:	
Prove, understand, and model geometric concepts, theorems, and constructions to solve problems.	
A. Experiment with transformations in the plane. (CCSS HSG.CO.A)	
B. Understand congruence in terms of rigid motions. (CCSS HSG.CO.B)	
C. Make geometric constructions. (CCSS HSG.CO.D)	
D. Understand similarity in terms of similarity transformations. (CCSS HSG.SRT.A)	
E. Understand and use theorems involving similarity. (CCSS HSG.SRT.B)	
F. Define trigonometric ratios and solve problems involving right triangles. (CCSS HSG.SRT.C)	
G. Understand and apply theorems about circles. (CCSS HSG.C.A.1-3)	
H. Find arc lengths and areas of sectors of circles. (CCSS HSG.C.B)	

Final

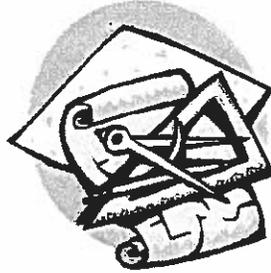
I.	Use coordinates to prove simple geometric theorems algebraically. (CCSS HSG.GPE.B)
J.	Explain volume formulas and use them to solve problems. (CCSS HSG.GMD.A.1.3)
K.	Visualize relationships between two-dimensional and three-dimensional objects. (CCSS HSG.GMD.B)
L.	Apply geometric concepts in modeling situations. (HSG.MG.A)
STATISTICS & PROBABILITY:	
Interpret, infer and apply statistics and probability to analyze data and reach and justify conclusions.	
A.	Summarize, represent, and interpret data on a single count or measurement variable. (CCSS HSS.ID.A)
B.	Summarize, represent, and interpret data on two categorical and quantitative variables. (CCSS HSS.ID.B)
C.	Interpret linear models. (CCSS HSS.ID.C)
D.	Understand and evaluate random processes understanding statistical experiments (CCSS HSS.IC.A)
E.	Make inferences and justify conclusions from sample surveys, experiments, and observational studies. (CCSS HSS.IC.B)
F.	Understand independence and conditional probability and use them to interpret data. (CCSS HSS.CP.A)
G.	Use the rules of probability to compute probabilities of compound events in a uniform probability model. (CCSS HSS.CP.B.6-7)

Make geometric constructions

CCSS.Math.Content.HSG-CO.D.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

CCSS.Math.Content.HSG-CO.D.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Geometry Chapter 3 Construction Project



Name: _____ Period: _____

Due date: _____

Project - will be counted as a 35 point TEST grade

Create a picture on a clean sheet of white or colored unlined paper that includes each of these constructions:

1. Duplication of an angle
2. Perpendicular bisector
3. Midpoint of a line
4. Angle bisector
5. Equilateral triangle
6. Choose 1: kite, square, regular hexagon

Be neat, creative and have fun with this! Here are some ideas for your project:

- Abstract design
- Underwater design (e.g. Finding Nemo or SpongeBob Squarepants theme)
- Landscape
- Building or house
- Playground
- Football or soccer field, basketball court
- Your name or initials in a design

For each construction, label the construction with the number next to it so I can identify all 6 constructions. You may only use a compass and straightedge for your constructions. **Arcs must be shown**. The actual drawing may be done in light pencil, and then colored in. Turn this paper in attached to your drawing. The grading rubric is on the back of this paper - use it as a checklist!

Science Graduation Standards

Science

Graduation Standards and Performance Indicators

PHYSICAL SCIENCES: STRUCTURE/PROPERTIES OF MATTER, FORCES, AND INTERACTIONS

Understand and analyze matter, reactions and physical systems as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (PS 1 + PS 2)

A. 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. (HS-PS1-1)

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. (HS-PS1-2)

C. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. (HS-PS1-8)

D. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. (HS-PS2-4)

PHYSICAL SCIENCES: ENERGY, WAVES, AND ELECTROMAGNETIC RADIATION

Understand and analyze energy and the characteristics and dynamics of waves as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (PS 3 + PS 4)

A. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. (HS-PS4-1)

Science Graduation Standards

LIFE SCIENCES: STRUCTURE, FUNCTION, AND INFORMATION PROCESSING
Understand and analyze molecular, structural, and chemical biology as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (LS 1)
A. 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. (HS-LS1-1)
B. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. (HS-LS1-2)
C. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. (HS-LS1-3)
D. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. (HS-LS1-4)
E. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. (HS-LS1-5)
F. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. (HS-LS1-6)
G. 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. (HS-LS1-7)

Science Graduation Standards

<p>LIFE SCIENCES: MATTER AND ENERGY IN ORGANISMS AND ECOSYSTEMS</p>	<p>Understand and analyze the characteristics, functions, and behavioral interactions within an ecosystem as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (LS 2)</p>
<p>A.</p>	<p>Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. (HS-LS2-1)</p>
<p>B.</p>	<p>Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. (HS-LS2-2)</p>
<p>C.</p>	<p>Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. (HS-LS2-3)</p>
<p>D.</p>	<p>Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. (HS-LS2-4)</p>
<p>E.</p>	<p>Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. (HS-LS2-5)</p>
<p>F.</p>	<p>Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. (HS-LS2-6)</p>
<p>G.</p>	<p>Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. (HS-LS2-8)</p>

Science Graduation Standards

LIFE SCIENCES: GROWTH, DEVELOPMENT, AND REPRODUCTION OF ORGANISMS, NATURAL SELECTION, AND ADAPTATIONS	
Understand and analyze genetics, adaptation, and biodiversity as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (LS 3 + LS 4)	
A. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. (HS-LS3-1)	
B. 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. (HS-LS3-2)	
C. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. (HS-LS3-3)	
D. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. (HS-LS4-1)	
E. 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. (HS-LS4-2)	
F. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. (HS-LS4-3)	

Science Graduation Standards

<p>G. Construct an explanation based on evidence for how natural selection leads to adaptation of populations. (HS-LS4-4)</p>	
<p>H. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. (HS-LS4-5)</p>	
<p>EARTH AND SPACE SCIENCES: EARTH, SPACE, AND THE UNIVERSE Understand and analyze the origins, interactions and relationships between and among the earth, our solar system, and the universe as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (ESS1)</p>	
<p>A. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. (HS-ESS1-5)</p>	
<p>EARTH AND SPACE SCIENCES: EARTH SYSTEMS Understand and analyze earth's systems and the relationship between human activity and the earth as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (ESS 2 + ESS 3)</p>	
<p>A. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. (HS-ESS2-</p>	
<p>B. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems (HS-ESS2-2)</p>	

Science Graduation Standards

C. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection. (HS-ESS2-3)	
D. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. (HS-ESS2-4)	
E. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. (HS-ESS2-5)	
F. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. (HS-ESS2-6)	
G. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth. (HS-ESS2-7)	
H. 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. (HS-ESS3-1)	
I. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. (HS-ESS3-3)	
J. 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. (HS-ESS3-5)	
K. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. (HS-ESS3-6)	

Science Graduation Standards

<p>ENGINEERING, TECHNOLOGY, AND APPLICATION OF SCIENCE</p>	<p>Demonstrate engineering concepts across multiple disciplines and novel situations as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (ETS). While performance indicators that end with an * were originally assigned to an earlier standard (DCI) by NGSS, they are listed here because they demonstrate application of engineering. These performance indicators may also serve to inform whether students can demonstrate proficiency in the particular content standard in which they were originally assigned.</p>
<p>Define and delimit engineering problems</p>	<p>Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. (HS-ETS1-1)</p>
<p>A. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.* (HS-PS2-3)</p>	
<p>B. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.* (HS- PS3-3)</p>	
<p>C. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.* (HS-PS2-6)</p>	
<p>D. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.* (HS-PS4-5)</p>	
<p>Physical Setting</p>	

Science Graduation Standards

Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.	
A. Students explain the physical formation and changing nature of the Universe and solar system, and how our past and present knowledge of the universe and solar system developed.	
Develop possible solutions	
Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts (HS-ETS1-3) AND use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. (HS-ETS1-4)	
E. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.* (HS-LS2-7)	
F. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.* (HS-LS4-6)	
G. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.* (HS-ESS3-2)	
H. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.* (HS-ESS3-4)	

Science Graduation Standards

I. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. (HS-ETS1-4)	
<i>Optimize the Design Solution</i>	
Design a solution to a complex real world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. (HS-ETS1-2)	
J. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.* (HS-PS1-6)	
K. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.* (HS-PS2-3)	

Concept Check-in Scoring Rubric –
Please note that “content” will ALWAYS be weighted more heavily.

Concept Check-in – Science	4 – Exceeds	3 – Meets	2 – Partially Meets	1 – Attempted Doesn't Meet
<p>Content Students will complete a detailed and scientifically accurate statement that includes all required concepts to the level identified.</p>	<p>All required concepts are present to the required level of detail (e.g. defined, example, describe) with some presented at a deeper level.</p>	<p>All required concepts are present to the required level of detail (e.g. defined, example, describe).</p>	<p>All required concepts are addressed; one or more lack the depth of detail required (e.g. a definition where a description was required).</p>	<p>Not all concepts are addressed. There is a consistent lack of appropriate detail so as to question understanding and mastery.</p>
<p>Visual or Product When required, students will represent the concept using visuals (e.g. table, graph, illustration, or model) in such a way as to enhance the demonstration of their understanding.</p>	<p>Visual clearly shows the required information. It ADDS interest/focus to the evidence so as to reflect a deeper understanding.</p>	<p>Visual clearly shows the required information (e.g. a graph accurately depicts the information and is properly labeled) in such a way as to confirm understanding.</p>	<p>Visual is included but it lacks clarity/focus and may result in adding confusion rather than demonstrating understanding.</p>	<p>Visual is either not present when required or so unclear as to add nothing to a demonstration of understanding.</p>
<p>Habits of Work:</p>				
<p>Editing Students will edit their final submission to the level of a final draft. This will include attention to spelling (including the science words), grammar, and overall presentation</p>	<p>Well edited. ALL science words are spelled correctly and there are few/no other errors. Any formatting choices (e.g. fonts) are appropriate for the project.</p>	<p>There are some errors in the editing. ALL key science words are spelled correctly. Readability is not impacted. Any formatting choices (e.g. fonts) are appropriate for the project.</p>	<p>There are multiple editing errors and/or KEY science words are not spelled correctly. Errors begin to impact readability. Formatting choices begin to detract from the quality of the project.</p>	<p>There are multiple editing errors that interfere significantly with readability. Formatting choices were distracting and detrimental (e.g. too small and/or poor color choices).</p>

Visual and Performing Arts-Graduation Standards

Visual and Performing Arts

RLRS Graduation Standards

All high school students will successfully complete one visual and performing arts class at RLRS. Most students will take visual arts for one year, however some students may develop an alternate route. Students may choose to take alternate offerings including coral music, instrumental music, theater, or dance based on an articulated personal learning plan. The Visual Arts class will focus on the standards for Visual Arts listed below.

Visual Arts

- A. Research and explain how art and artists reflect and influence culture and periods of time. (MLR A1)
- B. Evaluate all the features of composition. (MLR A2)
- C. Compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3)

Creation, Performance, expression

Students create, perform, and express ideas through the art discipline.

Visual Arts

- A. Choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1)
- B. Use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style. (MLR B2)
- C. Create a body of original art work. (MLR B3)
- D. Select, prepare, and help with exhibiting works of art and articulate an artistic justification for their selection. (MLR B4)

Creative Problem Solving

Students approach artistic problem-solving using multiple solutions and the creative process.

- A. Apply creative problem-solving skills to improve or vary their own work and/or the work of others. (MLR C1)
- B. Apply creative thinking skills to improve or vary their own work and/or the work of others. (MLR C1)

Visual and Performing Arts-Graduation Standards

<p>Visual and Performance Arts</p> <p>RLRS Graduation Standards</p> <p>All high school students will successfully complete one visual and performing arts class at RLRS. Most students will take visual arts for one year, however some students may develop an alternative route. Students may chose to take alternate offerings including choral music, instrumental music, theater, or dance based on an articulated personal learning plan. The Visual Arts class will focus on the standards for Visual Arts listed below.</p>	
<p>Visual Arts</p> <p>A. Research and explain how art and artists reflect and influence culture and periods of time. (MLR A1)</p> <p>B. Evaluate all the features of composition. (MLR A2)</p> <p>C. Compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3)</p>	
<p>Creation, Performance, expression</p> <p>Students create, perform, and express ideas through the art discipline.</p>	
<p>Visual Arts</p> <p>A. Choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1)</p> <p>B. Use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style. (MLR B2)</p> <p>C. Create a body of original art work. (MLR B3)</p> <p>D. Select, prepare, and help with exhibiting works of art and articulate an artistic justification for their selection. (MLR B4)</p>	
<p>Creative Problem Solving</p> <p>Students approach artistic problem-solving using multiple solutions and the creative process.</p> <p>A. Apply creative problem-solving skills to improve or vary their own work and/or the work of others. (MLR C1)</p> <p>B. Apply creative thinking skills to improve or vary their own work and/or the work of others. (MLR C1)</p>	

Visual and Performing Arts-Graduation Standards

C. Analyze creative problem solving skills and creative thinking skills to improve or vary their own work and/or the work of others. (MLR C1)	
Aesthetics and criticism	
Students approach artistic problem-solving using multiple solutions and the creative process.	
A. Describe, analyze, interpret, and evaluate art forms by applying concepts, terminology, skills and processes of the discipline. (MLR D1a)	
B. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources. (MLR D1b)	
C. Identify the difference between a personal opinion and an informed judgment. (MLR D1c)	
D. Research and explain how art and artists reflect and shape their time and culture. (MLR D1d)	
Connections	
Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.	
A. Analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR E1)	
B. Analyze skills and concepts that are similar across disciplines. (MLR E2)	
C. Make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (MLR E3)	
D. Explain how knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR E4)	
E. Demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (MLR E5)	
Alternative pathways: A personal learning plan will be developed to assure mastery of the VPA standards.	
Disciplinary literacy	
Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.	
Dance- PE or outside lessons as approved on a PLP by the high school principal.	
A. Integrate and demonstrate the technical skills of skeletal alignment, body-part isolation, strength, flexibility, agility, and coordination. (MLR A5)	
and/OR	

Visual and Performing Arts-Graduation Standards

<p>Music- Participation in 2 years of chorus and/or participation in instrumental music class, chorus, and singing class, or a combination of 2 experiences from any of the above.</p> <p>A. Perform music that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys while modeling proper posture and technique, alone or with others. (MLR A1)</p> <p>B. Apply accumulated knowledge of musical notation, symbols, and terminology to perform music. (MLR A2)</p> <p>C. Compare elements of music. (MLR A3)</p>	
<p>Music</p> <p>A. Perform music of various styles and genres that requires well-developed technical skills, attention to phrasing and interpretation and various meters and rhythms in a variety of keys. (MLR B1)</p> <p>B. Analyze and evaluate musical ideas expressed in compositions. (MLR B2)</p>	
<p>and/OR</p> <p>Theatre</p> <p>A. Refine gesture and stage business in the portrayal of a role. (MLR B1)</p> <p>A2. Student will fulfill at least one technical role form pre-show through strike-end of production.</p> <p>B. Demonstrate development of a character's attitude and point of view. (MLR B2)</p> <p>C. Improvise to address unforeseen circumstances. (MLR B3)</p>	

Weekly/Bi-Weekly Work Progress Indicators:

Some may prefer to do a weekly or bi-weekly grade rather than an "end of project" grade or in addition to one. This way grades can be entered without projects actually being done. The advantage is that grades are not held up by a few stragglers and everyone is held accountable for their work.

Students can complete a portion of the form once a week to assess their progress, learning, and connections. The form is designed to be copied front to back, and saved by students until the project is complete. You may decide to give a final grade at that point.

Weekly Progress Rubric:

	Criteria				Points
	4	3	2	1	0
Elements & Principles of Design	Shows an advanced awareness of both elements and principles of design.	Shows an awareness of the elements and principles of design.	Shows an awareness of either the elements or principles of design.	Has little understanding of the elements and principles of design.	_____
Craftsmanship & Neatness	The product shows evidence of careful meticulous planning. The craftsmanship is outstanding. Project is pristine and well kept.	With a little more effort, the artwork could be excellent. Overall, without major defects like Folds/Rips/Breaks.	The student showed average craftsmanship, a bit careless. Minor defects evident.	Artwork shows no evidence of effort and a lacks understanding. Includes obvious media deficits.	_____
Time & Management	Class time was used wisely. Much time and went into the planning and design of the artwork. Student was self motivated the whole time seeking assistance as needed.	Class time was used wisely. Some time went into the planning and design of the artwork. The student needed some refocusing but managed well.	Class time was not well utilized. Little time went into planning and design. The student was sometimes distracted/off task.	Class time was not used wisely. Little went into the artwork. Student was often off task and not focused on the project.	_____
Execution, Originality, & Uniqueness	The artwork is being successfully executed, with a novel and original approach.	The artwork is being successfully executed, with minimal evidence from samples.	The artwork lacks continuity or originality, but has some unique aspects	Serious lack of progress. What work was done was not unique.	_____
Media Use	Media was used in novel ways. Strong evidence of experience.	Media was well used with some evidence of experience.	Basic use of media is evident.	Little evidence of media familiarity.	_____
				Total---->	_____

If possible, it may be helpful to have students blog their progress weekly, and share these with you.

Benchmark 1

Name _____ Pd. _____

Art 1 & Sculpture

Understanding Art Elements: Do a drawing below of an object you can see in the room, be sure to include EACH art element in some way. It can be obvious or subtle. Write how you have used each art element on the bottom of this paper to show your understanding. (Drawing 20 points, 10 points for each written answer)

Line : _____

Shape: _____

Color: _____

Form: _____

Texture: _____

Space: _____

Light: _____

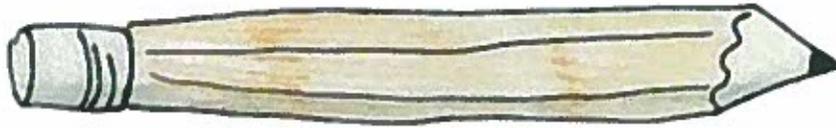
Mass: _____

Power Standard: 1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

Complete Drawing = 20 points plus the points below for the elements included.

Element	0 Not Included	6 Approaches Understanding	8 Understanding	10 Advanced Understanding
Line	none	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Simple outline.	Example that shows a more advanced concept of the element, like using line to create suggest form through crosshatching, complicated edges, texture.
Shape	none	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Clear but elementary shapes like triangles, circles, and squares.	Example that shows a more advanced concept of the element. Non outlined shapes, complex shapes, shapes that suggest form, use of shape motif...
Color	none	Some visual that approaches the concept without clear knowledge. Use of ONLY primary colors.	Basic image that demonstrates understanding of the concept. Use of both primary and secondary colors only.	Example that shows a more advanced concept of the element, like the use of tertiary colors, color for texture, use of chromatic gray...
Texture	none	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Showing simple single texture.	Example that shows a more advanced concept of the element, like multiple textures, textures through color, organic textures.
Form	none	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Clear but elementary forms, basic shading to suggest form.	Example that shows a more advanced concept of the element. Shading that appears to vary in intensity and size, use of complex forms.
Mass	none	Some visual that approaches the concept without clear knowledge, flat looking work.	Basic image that demonstrates understanding of the concept. Some sense of mass through the use of form.	Example that shows a more advanced concept of the element, like textures alluding to mass, or a strong use of form and shading.
Space	none	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Showing a basic use of space through form or shading.	Example that shows a more advanced concept of the element, like the use of positive and negative space, or shadows on the surface under the object.

Exemplars



Line: I outlined my drawing of a pencil.

Shape: My lines create a rectangle and triangle.

Form: My shapes create a cylinder and cone

Color: I colored my pencil orange

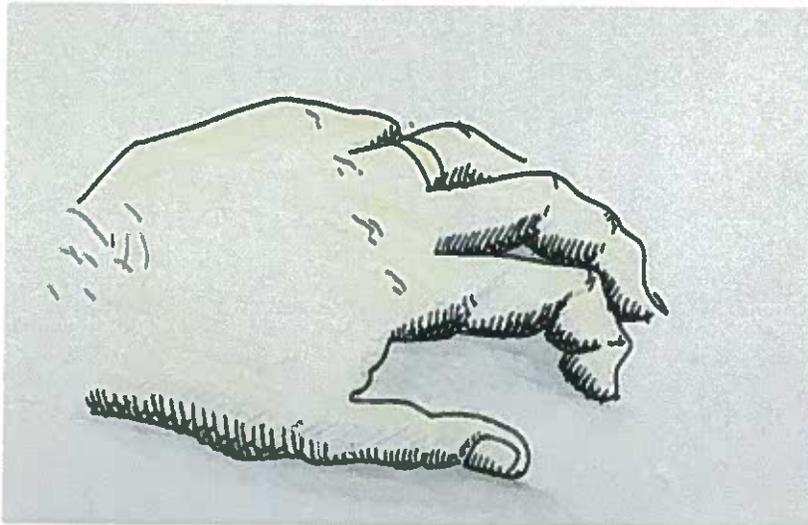
Texture: I put little lines near the eraser to show ridges

Space: I added a shadow to show that it takes up 3-D space

Light: My shadow shows where the light cannot get to.

Mass: My light colors make the pencil also look light weight.

8 point sample
answers



Line: I outlined my drawing with lines that show detailed contours

Shape: My lines create organic shapes of the hand.

Form: My shapes create organic forms, complex spheres and cylinders.

Color: I colored my hand with fleshtone, shaded with blue, and highlighted with yellow.

Texture: I used repeated lines to create different textures.

Space: I added a shadow to show that it takes up 3-D space and a cast shadow to suggest the negative space under the hand.

Light: I included shadows and highlights with both texture and color.

Mass: My light colors make the hand also look light weight, and the dark shadows suggest that they weight is on the underside.

10 point sample
answers

Power Standard: 1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

Directions: Using **only basic shapes**, visually describe four of the art principals visually and label them. The Art Principles are Balance, Movement, Emphasis, Pattern, Contrast, Variety, and Unity.

0 points= off topic,

10 points = Approaches Understanding,

20 points = Understanding,

25 points = Advanced Understanding

Principal	0 Off Topic	10 Approaches Understanding	20 Understanding	25 Advanced Understanding
Balance	Off topic	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Simple Symmetry.	Example that shows a more advanced concept of the principle, like asymmetrical Balance.
Variety	Off topic	Some visual that approaches the concept without clear knowledge. Might be mistaken for contrast.	Basic image that demonstrates understanding of the concept. Showing 3 or more different shapes.	Example that shows a more advanced concept of the principle, like showing it through placement, media, or by unexpected means.
Contrast	Off topic	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Two opposite things illustrated	Example that shows a more advanced concept of the principle, like two opposite states of being.
Unity	Off topic	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Showing simple similarity.	Example that shows a more advanced concept of the principle, like showing less obvious unity through proximity...
Emphasis	Off topic	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Simple color or size difference.	Example that shows a more advanced concept of the principle, like showing other object leading to the point of emphasis.
Movement	Off topic	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Simple object that normally moves.	Example that shows a more advanced concept of the principle, like showing movement through placement or leading the eye of the viewer.
Pattern	Off topic	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Simple repetition of shape.	Example that shows a more advanced concept of the principle, like an organic pattern or conceptual repetition.

Art 1 Benchmark #3

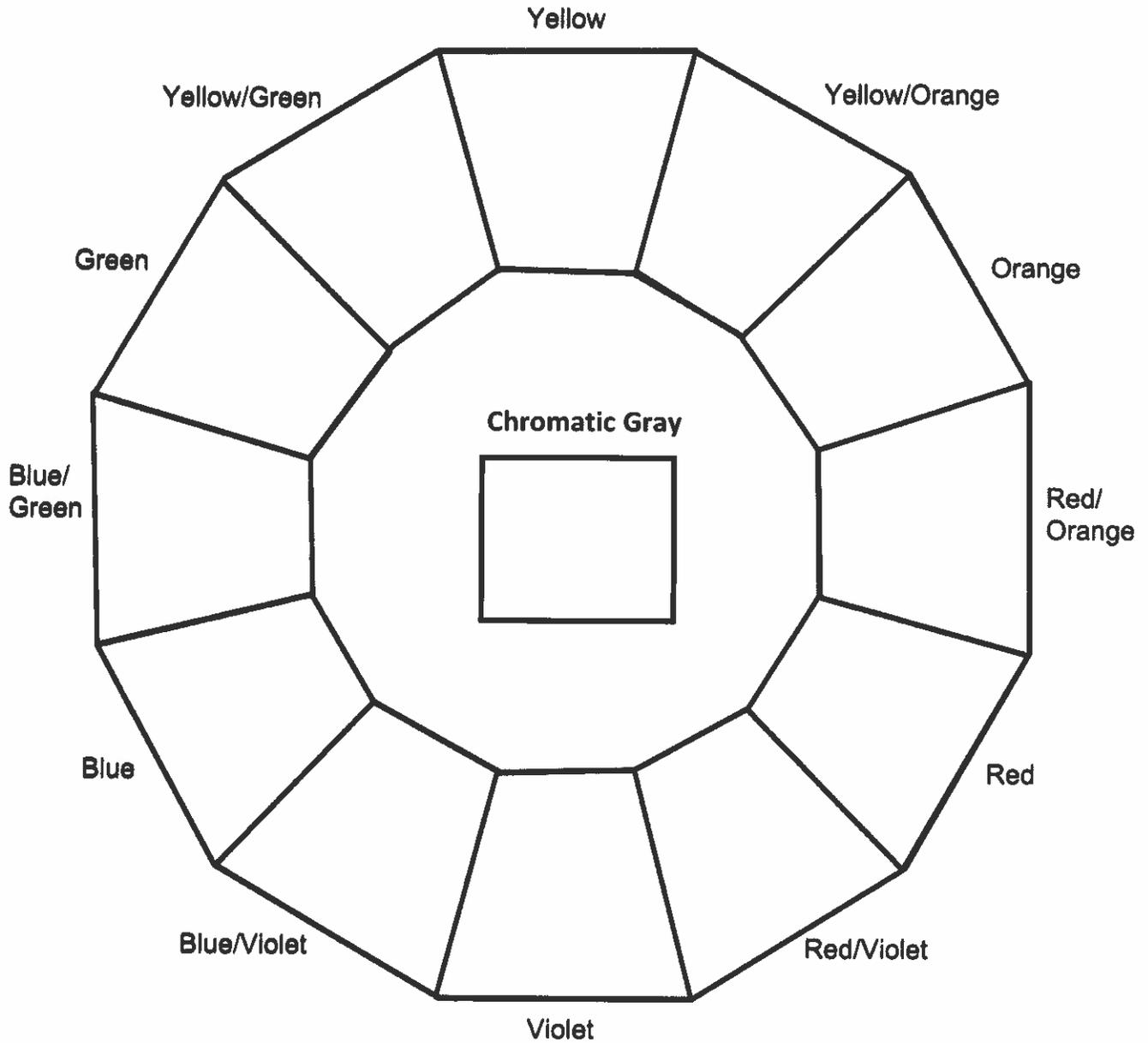
NAME _____ Period ____

DIRECTIONS:

- Using only primary colors, fill in this color wheel.
- Put a "P" next to PRIMARY colors
- "S" next to secondary colors
- "W" next to warm colors
- "C" next to cool colors.
- "T" next to tertiary colors

Scoring: Each portion is 3 points.

_____ x 3 = _____ % correct



CCCS: 1.3.P.D.2 Create two and three-dimensional works of art while exploring color.

Art Elements

Draw an object from observation below and color it in using only primary colors and mixing those colors to make other hues. Your finished drawing must include the art elements of Line, Shape, Color, and Texture. On the next page explain how you used these elements. Be as specific as possible. Try to show your “advanced” understanding.

Power Standard: 1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

Explain your use of the art elements:

Line: _____

Shape: _____

Color: _____

Texture: _____

Element	0 Not Included	10 Approaches Understanding	20 Understanding	25 Advanced Understanding
Line	none	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Simple outline.	Example that shows a more advanced concept of the element, like using line to create suggest form through crosshatching, complicated edges, texture.
Shape	none	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Clear but elementary shapes like triangles, circles, and squares.	Example that shows a more advanced concept of the element. Non outlined shapes, complex shapes, shapes that suggest form, use of shape motif...
Color	none	Some visual that approaches the concept without clear knowledge. Use of ONLY primary colors.	Basic image that demonstrates understanding of the concept. Use of both primary and secondary colors only.	Example that shows a more advanced concept of the element, like the use of tertiary colors, color for texture, use of chromatic gray...
Texture	none	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Showing simple single texture.	Example that shows a more advanced concept of the element, like multiple textures, textures through color, organic textures.

Universal Art Project Rubric

	Criteria				Points
	4 - A	3 - B	2 - C	1 - D	0 - F
Elements & Principles of Design	Planned carefully, made sketches, and showed an advanced awareness of the elements and principles of design. Student went above and beyond expectations	The artwork shows that the student applied the principles of design while using one or more elements effectively. Student met expectations.	The student did the assignment adequately, yet shows a lack of planning and little evidence that an overall composition was planned.	The assignment was turned in, but showed little evidence of any understanding of the elements and principles of art; No evidence of planning. Student did the minimum of work required.	—
Craftsmanship & Neatness	All aspects of the artwork were considered and patiently completed. The finished product is a result of careful meticulous planning. The craftsmanship is outstanding. Project is pristine and well kept.	With a little more effort in finishing techniques, the artwork could be outstanding. Overall, the project is clean and without major defects like Folds/Rips	The student showed average craftsmanship; adequate, but not as good as the student's previous abilities, a bit careless. Minor folds or stray marks may be present.	The student showed below average craftsmanship, lack of pride in finished artwork. Artwork showed no evidence of effort & a lack of understanding. Includes obvious deficits like folds, rips, and/or stray marks.	—
Time & Management	Class time was used wisely. Much time and went into the planning and design of the artwork. Student was self motivated the whole time seeking assistance as needed.	Class time was used wisely. Some time went into the planning and design of the artwork. The student needed some refocusing but managed well.	Class time was not fully utilized. Little time went into the planning & design of the artwork. The student was sometimes distracted or off task.	Class time was not used wisely. Little went into the artwork. Student was often off task and not focused on the project.	—
Execution, Originality, & Uniqueness	The artwork was successfully executed from concept to completion, with a novel and original approach.	The artwork was successfully executed from concept to completion. Unique & original with some evidence from samples.	The artwork was not successfully executed from concept to completion, with some unique aspects	The artwork was begun, but never completed. What work was done was highly derivative of the samples or other student's work.	—
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not met completely.	More than one requirement was not met.	—
				Grade ---->	—

Name _____ Pd _____ Start Date: ___ / ___ / ___

Project Title _____ Media _____

Your Concept: _____

Steps in the process: _____

Inspiration/Reference Artist: _____

What may be the most challenging part of your project? _____

Simple concept sketch below:

Pathways To Reach Standards to Career Education

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

9th grade - Goal Setting work, Introduction to High School Resume Building, Interest Inventory, Self-Awareness-how that relates to my success, Summer Jobs – How Do I Get One, Interviewing for a Summer Job, Learning to Work With Others

10th grade – PSAT Practice, Goal Setting for the Years Ahead, How I Relate to Others, How can I Help Myself to Succeed, Identifying Successful Behaviors, High School Resume Building, Review Summer Employment Options, Teamwork – Am I a Team Player

11th grade – Reviewing my First Two Years of High School and Planning for my Junior and Senior Year,

12th grade – High School Resume, Professional Resume's, How My Interests Relate to Potential Majors and Careers,

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

9th grade - Decision Making – How Decisions I Make Now Effect My Future, College Board Introduction, PSAT practice, GPA's – Transcripts – Letters of Recommendations – Community Service –How Do These Influence Options for My Future, Career Professional Guest Speakers

10th grade – Researching Careers, What Skills do I Need to be Successful in School and Work, Career Professional Guest Speakers

11th grade – SAT Prep and Practice, Interest Inventories, Careers that are Linked to my Interests. Three days of College Visits, Career Professional Guest Speakers

12th grade – Scholarship Applications, Career Professional Guest Speakers

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**

9th grade - Academic Success - how that relates to my future, How Can Setting Goals Positively Influence the My Future, Planning for the future in High School, Currently Enrolled Post Secondary Students as Guest Speakers, College Visits

10th grade – How Do I Plan for the Future, Building a Budget Around My Income, Unexpected Expenses, Saving and Investing, Currently Enrolled Post Secondary Students as Guest Speakers, College Visits

11th grade – What Post Secondary Settings Do I Want to Visit, What Educational or Training Environments Will Fit Me Best, Currently Enrolled Post Secondary Students as Guest Speakers, College Visits

12th grade – Application Process for Post Secondary, College Visits

Career and Education Development-Standards

<p>Career and Education Development</p>	<p>During each year in high school, students will have classes specifically designed to meet the Career and Education Development Standards. These classes have specific goals delineated at the end of this document. All students will move through high school on an individual plan based upon personal goals developed in the process. All students will initiate a learning portfolio of evidence based on the full set of standards. During the first year of high school, students will learn about data collection, goal setting, and how to do a student led conference. By graduation, all students will have a resume, a collection of evidence of meeting standards, filled out an application for post-secondary learning, and participated in community service.</p>
<p>RLRS Graduation Standards and Performance Indicators</p>	
<p>SELF-knowledge and interpersonal relationships:</p>	<p>Students identify, demonstrate, analyze, and evaluate self-knowledge related to interests, skills, work, and school; positive personal traits, attitudes, beliefs, behaviors, habits of mind, and experiences that lead to success in school, work, and community; their ability to build and maintain a positive self-concept; and their ability to develop and recognize the positive interpersonal skills that effectively influence work and relationships with others.</p>
<p>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)</p>	<p>B. Students identify and evaluate strategies to improve behaviors, beliefs, and attitudes necessary for success in school, careers and civic life. (MLR A2)</p>
<p>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)</p>	
<p>Education, Career and Life Roles</p>	<p>Students identify, demonstrate, analyze, and evaluate: an understanding of the relationship between education and work, especially how learning new skills and educational achievement lead to increased work options and success with personal career and life goals; and the ability to identify and use education and career information for lifelong learning to achieve success.</p>
<p>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)</p>	<p>B. Students evaluate strategies to improve skills that lead to lifelong learning and personal success in school, work, careers and community. (MLR B2)</p>

Career and Education Development-Standards

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)

Investigation of Job Outlooks

Heidi Deery

Grade(s): 9-12

Maine Career Education Student Standards (Domain/Standard/Competencies):

Standard A: Learning About Self Knowledge and Interpersonal Relationships

A:2 Beliefs and Behaviors that lead to Student Success

Standard B: Learning about and Exploring Education and Career Life Goals

B:2 Skills for Individual/Personal Success in the 21st Century. Students evaluate strategies to improve skills that lead to lifelong learning and success in the classroom, and the achievement of schoolwork, work and career, and personal life goals.

Standard C: Learning to Make Decisions Plan and Create Opportunities and Make Meaningful Contributions

C:4 Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success.

Learning Objective(s):

Students will become aware of the power of the Internet as an information search tool.

Students will research statistics on current job outlook for profession of choice.

Students will recognize the job outlook for future employment in said profession.

Materials:

Internet access

Use <http://money.usnews.com/money/careers/slideshows/the-25-best-jobs-of-2013> to investigate job and career forecast.

Use <http://www.bls.gov/ooh/> to supply insight into job information for the upcoming year.

Procedure:

1. Two class periods are needed to complete this lesson plan and assignments.
2. The first class will allow for the school counselor to review the rubric that will be used to assess student knowledge and performance.
 - Provide instructions and time to start the research.
 - Students will use the Internet to collect facts on the outlook of specific jobs in the upcoming year. Students will use their graphic organizers to record facts.
 - Students will access the Internet to investigate a particular, prospective career with the intention of communicating outcomes in a class dialogue by answering questions on the job outlook for the upcoming year.
 - Students will work independently to investigate their career of choice.

3. Research questions for the first class are:
- What is the career that you are researching?
 - What area of the country will you be researching for this career?
Please list state or states that apply.
 - What is the specific job outlook for this career in a measurable form, % or number of job openings?
 - How many people are estimated to be looking for this type of career?
 - What does the next five years look like for job opportunities?
4. The second class will allow for students to present their findings, 3-5 minutes, in a class discussion setting.
- Students will be encouraged to ask questions of presenters.
 - The school counselors will assess learning with the rubric provided to students.
5. A rubric will be used to assess students (Appendix B).

Plan for Evaluation: How will each of the following data be collected?

Process Data	Perception Data	Outcome Data
<p>Do students understand the concept of job outlook as a forecasting tool? Pre-survey of students' confidence level on whether or not they will have a positive and successful future job outlook. Scale of 1-4: Scale: 1-4 1 represents no chance to achieve the job success you would like 2 represents few (less than 5) chances to achieve the job success you would like 3 represents some chance (between 5-10) to achieve the job success you would like 4 represents several opportunities (more than 10) available to achieve the job success you would like to have</p>	<p>Were students successful in using the Internet as a research tool? Teacher will assess information shared in class discussion. See Appendix B</p>	<p>Did students gain self-confidence with regard to their future job outlook? Post-survey of students' confidence level with regard to their future job outlook. Scale: 1-4 1 represents no chance to achieve the job success you would like 2 represents few chances to achieve the job success you would like 3 represents some chance to achieve the job success you would like 4 represents several opportunities available to achieve the job success you would like to have</p>

Appendix A

Pre- and Post- Survey for Future Job Outlook

Name _____

Please rate how confident you feel that you will have a positive and successful future job outlook according to the following scale:

On a scale of 1-4,

1 represents no chance to achieve the job success you would like

2 represents few chances (less than 5) to achieve the job success you would like

3 represents some chance (5-10) to achieve the job success you would like

4 represents several opportunities (more than 10) available to achieve the job success you would like to have

Appendix B

Oral Discussion and Research Rubric: Career Research Project

Presenter's Name: _____ Evaluator's Name _____

CATEGORY	4	3	2	1	TOTAL POINTS
Content	Provides a strong understanding of career researched, covered all topics of the prompts.	Provides a good understanding of the career researched, and covered the majority of the topic prompts.	Provides a good understanding of the career researched, and only covered some of the topics prompts.	Does not understand the career researched very well, and did not follow the topic prompts.	

Comprehension	Students is able to accurately answer all questions posed by classmates about career research.	Student is able to accurately answer most questions posed by classmates about the career research.	Student is able to accurately answer a few questions posed by classmates about the career research.	Student is unable to accurately answer questions posed by classmates about the career research.
Time-Limit	Presentation fits with the 3-4 minute time frame	Presentation slightly exceeds (4-6 minutes),or falls short (less then 3 minutes) of the 3-4 minute time frame but left adequate time for Q & A	Presentation greatly exceeds (6-8minutes) or falls short (less then 2 minutes) of the 3-4 minute time frame and did not leave adequate time for Q & A	Presentation falls well short (less then 1 minute) of the 3-4 minute time frame and did not utilize extra time for a Q & A
Eye Contact	Student establishes eye contact with everyone in the room during the presentation and is relaxed and confident	Student establishes eye contact with everyone in the room during the presentation	Student at times establishes eye contact with everyone in the room during the presentation	Student does not establish eye contact with everyone in the room during the presentation

Enthusiasm	Student's facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Student's facial expressions and body language sometimes generate a interest and enthusiasm about the topic in others.	Student's facial expressions and body language are used to try to generate enthusiasm.	Student has very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Volume	Student's volume is loud enough to be heard by all audience members throughout the presentations	Student's volume is loud enough to be heard by all audience members throughout the presentation	Student's volume is loud enough to be heard by all audience members at least 70% of the time.	Student's volume is often too soft to be heard by all audience members.

References

- Graves, J. A., (2013) U.S. News and World Report, *Careers*. Retrieved September 8, 2013, from <http://money.usnews.com/money/careers/slideshows/the-25-best-jobs-of-2013>.
- United States Department of Labor, (2013). *Bureau of Labor Statistics*. Retrieved September 8, 2013, from <http://www.bls.gov/ooh/>.

Health and PE Graduation Standards

Health Education and Physical Education

Graduation Standards and Performance Indicators

HEALTH CONCEPTS

Students comprehend concepts related to health promotion and disease prevention to enhance health. (MLR A)

A. Predict how behaviors impact health status by analyzing individual responsibility for one's health, barriers to healthy behaviors, personal susceptibility and potential severity of injury and illness when practicing unhealthy behaviors. (MLR A1)

B. Analyze the interrelationships of physical, mental/ intellectual, emotional and social health.(MLR A2)

C. Explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent or treat them. (MLR A3)

D. Analyze and describe how the environment, genetics, family history, and access to health care, are interrelated and can impact personal health. (MLR A4)

E. Describe the characteristics of human growth and development through the various stages of life. (MLR A5)

F. Analyze complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol and other drug use prevention. (MLR A6)

HEALTH INFORMATION, PRODUCTS, AND SERVICES

Demonstrate the ability to access valid health information, services and products to enhance health. (MLR B)

A. Evaluate and validity and accessibility of health information, products and services. (MLR B1)

B. Determine when professional health services may be required and access valid and reliable health information, products and services. (MLR B2)

HEALTH PROMOTION AND RISK REDUCTION

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

A. Demonstrate healthy practices/behaviors to maintain or improve the health of self and others in each of the following areas: healthy eating; physical activity; tobacco, alcohol and other drug use prevention; and prevention of STDs, HIV and unintended pregnancy. (MLR C1)

B. Demonstrate a variety of behaviors to avoid or reduce health risks to self and others including first aid for personal, family and community health. (MLR C2)

C. Design, implement and evaluate a plan for stress management. (MLR C3)

INFLUENCES ON HEALTH

Analyze the ability of family, peers, culture, media, technology and other factors to enhance health. (MLR D)

Health and PE Graduation Standards

<p>A. Evaluate the impact of technology, including medical technology, on personal, family, and community health. (MLR D2)</p>
<p>B. Analyze how some health risk behaviors, can influence the likelihood of engaging in unhealthy behaviors such as drug and alcohol use. (MLR D3)</p>
<p>ADVOCACY, DECISION-MAKING AND GOAL-SETTING SKILLS</p>
<p>Demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family and community health. (MLR E, F)</p>
<p>A. Utilize effective communication skills with family, peers and others to enhance health in the following ways: asking for and offering assistance to enhance the health of self and others; refusal, negotiation and collaboration skills to avoid and reduce health risks; and strategies for prevention, management and resolution of interpersonal conflicts without harm to self or others. (MLR E1)</p>
<p>B. Apply the following decision-making process to enhance health: compare the value of thoughtful decision-making to quick decision-making in a health-related situation; justify when that decision should be individual or collaborative; generate alternative approaches and predict the potential short and long-term impact for themselves and others with each alternative; defend the healthy choice; and evaluate the effectiveness of the healthy decision. (MLR F1)</p>
<p>C. Develop and analyze a plan to attain a personal health goal in the following ways: assess personal health practices and overall health status; select a personal health goal that addresses strengths, needs and risks; implement strategies and analyze progress towards achieving the goal. (MLR F2)</p>
<p>D. Formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies. (MLR F3)</p>
<p>MOVEMENT/MOTOR SKILLS AND KNOWLEDGE</p>
<p>Demonstrate the fundamental and specialized motor skills and apply principles of movement for improved performance. (MLR G)</p>
<p>A. Apply the following principles of stability and force to modify their performance in games/ physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury. (MLR G1)</p>
<p>B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/ physical activity. (MLR G2)</p>
<p>C. Explain the relationship of fitness skill components to specialized movement skills. (MLR G3)</p>

Health and PE Graduation Standards

<p>D. Design appropriate practice sessions, utilizing fundamental movement skills to improve performance. (MLR G4)</p>
<p>PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE</p>
<p>Demonstrate and apply fitness concepts. (MLR H)</p>
<p>A. Participate in a health-related fitness assessment to establish personal fitness goals and reassess their fitness over time. (MLR H1)</p>
<p>B. Design and critique a personal fitness plan, from established goals, that applies the five fitness components and the principles of training (specificity, overload, and progression). (MLR H2)</p>
<p>C. Select and participate in physical activities that address their personal fitness plans and apply the five health-related fitness components. (MLR H3)</p>
<p>D. Explain the interrelationship of physiological responses and physical, mental/intellectual, emotional and social benefits related to regular participation in physical activity. (MLR H4)</p>
<p>PERSONAL AND SOCIAL SKILLS AND KNOWLEDGE</p>
<p>Demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings. (MLR I)</p>
<p>A. Demonstrate the following collaborative skills while participating in physical activities: giving and accepting constructive feedback; respectful inclusion of peers in activities. (MLR I1)</p>
<p>B. Demonstrate responsible and ethical personal behavior while participating in physical activities. (MLR I2)</p>
<p>C. Predict how etiquette/safety rules improve games/activities, contribute to productive participation, and how environmental modifications can impact safety. (MLR I3)</p>

The Fitness gram/activity gram is a comprehensive health-related fitness and activity assessment and computerized reporting system. This program allows me to produce individualized reports for each student in a class. The reports provide feedback based on whether the child achieved the criterion-referenced standards for physical activity or fitness. The use of health-related criteria helps to minimize comparisons between children and to emphasize personal fitness for health rather than goals based on performance.

The fitness gram is a complete battery of health-related fitness items that are scored using criterion-referenced standards. These standards are age and gender specific and are established based on how fit children need to be for good health.

The activity gram is an activity assessment tool that provides detailed information on a student's level of physical activity. Feedback is provided on the amount and type of activity that a child performs.

PE

TABLE 9.1 FITNESSGRAM® Standards for Healthy Fitness Zone®

BOYS											
Age	Aerobic capacity VO ₂ max (ml/kg/min)			Percent body fat				Body mass index			
	PACER, one-mile run, and walk test			Very Lean	HFZ	NI	NI-Health Risk	Very Lean	HFZ	NI	NI-Health Risk
	NI-Health Risk	NI	HFZ								
5	Completion of test. Lap count or time standards not recommended.			≤8.8	8.9-18.8	18.9	≥27.0	≤13.8	13.9-16.8	16.9	≥18.1
6				≤8.4	8.5-18.8	18.9	≥27.0	≤13.7	13.8-17.1	17.2	≥18.8
7				≤8.2	8.3-18.8	18.9	≥27.0	≤13.7	13.8-17.6	17.7	≥19.6
8				≤8.3	8.4-18.8	18.9	≥27.0	≤13.9	14.0-18.2	18.3	≥20.6
9				≤8.6	8.7-20.6	20.7	≥30.1	≤14.1	14.2-18.9	19.0	≥21.6
10	≤37.3	37.4-40.1	≥40.2	≤8.8	8.9-22.4	22.5	≥33.2	≤14.4	14.5-19.7	19.8	≥22.7
11	≤37.3	37.4-40.1	≥40.2	≤8.7	8.8-23.6	23.7	≥35.4	≤14.8	14.9-20.5	20.6	≥23.7
12	≤37.6	37.7-40.2	≥40.3	≤8.3	8.4-23.6	23.7	≥35.9	≤15.2	15.3-21.3	21.4	≥24.7
13	≤38.6	38.7-41.0	≥41.1	≤7.7	7.8-22.8	22.9	≥35.0	≤15.7	15.8-22.2	22.3	≥25.6
14	≤39.6	39.7-42.4	≥42.5	≤7.0	7.1-21.3	21.4	≥33.2	≤16.3	16.4-23.0	23.1	≥26.5
15	≤40.6	40.7-43.5	≥43.6	≤6.5	6.6-20.1	20.2	≥31.5	≤16.8	16.9-23.7	23.8	≥27.2
16	≤41.0	41.1-44.0	≥44.1	≤6.4	6.5-20.1	20.2	≥31.6	≤17.4	17.5-24.5	24.6	≥27.9
17	≤41.2	41.3-44.1	≥44.2	≤6.6	6.7-20.9	21.0	≥33.0	≤18.0	18.1-24.9	25.0	≥28.6
>17	≤41.2	41.3-44.2	≥44.3	≤6.9	7.0-22.2	22.3	≥35.1	≤18.5	18.6-24.9	25.0	≥29.3

Age	Curl-up (no. completed)	Trunk lift (inches)	90° push-up (no. completed)	Modified pull-up (no. completed)	Flexed arm hang (seconds)	Back-saver sit and reach* (inches)	Shoulder stretch
5	≥2	6-12	≥3	≥2	≥2	8	Healthy Fitness Zone = touching fingertips together behind the back on both the right and left sides.
6	≥2	6-12	≥3	≥2	≥2	8	
7	≥4	6-12	≥4	≥3	≥3	8	
8	≥6	6-12	≥5	≥4	≥3	8	
9	≥9	6-12	≥6	≥5	≥4	8	
10	≥12	9-12	≥7	≥5	≥4	8	
11	≥15	9-12	≥8	≥6	≥6	8	
12	≥18	9-12	≥10	≥7	≥10	8	
13	≥21	9-12	≥12	≥8	≥12	8	
14	≥24	9-12	≥14	≥9	≥15	8	
15	≥24	9-12	≥16	≥10	≥15	8	
16	≥24	9-12	≥18	≥12	≥15	8	
17	≥24	9-12	≥18	≥14	≥15	8	
>17	≥24	9-12	≥18	≥14	≥15	8	

*Test scored Yes/No; must reach this distance on each side to achieve the HFZ.

TABLE 9.2 FITNESSGRAM® Standards for Healthy Fitness Zone®

GIRLS											
Age	Aerobic capacity VO ₂ max (ml/kg/min)			Percent body fat				Body mass index			
	PACER, one-mile run, and walk test			Very Lean	HFZ	NI	NI-Health Risk	Very Lean	HFZ	NI	NI-High Risk
	NI-Health Risk	NI	HFZ								
5	Completion of test. Lap count or time standards not recommended.			≤9.7	9.8-20.8	20.9	≥28.4	≤13.5	13.6-16.8	16.9	≥18.5
6				≤9.8	9.9-20.8	20.9	≥28.4	≤13.4	13.5-17.2	17.3	≥19.2
7				≤10.0	10.1-20.8	20.9	≥28.4	≤13.5	13.6-17.9	18.0	≥20.2
8				≤10.4	10.5-20.8	20.9	≥28.4	≤13.6	13.7-18.6	18.7	≥21.2
9				≤10.9	11.0-22.6	22.7	≥30.8	≤13.9	14.0-19.4	19.5	≥22.4
10	≤37.3	37.4-40.1	≥40.2	≤11.5	11.6-24.3	24.4	≥33.0	≤14.2	14.3-20.3	20.4	≥23.6
11	≤37.3	37.4-40.1	≥40.2	≤12.1	12.2-25.7	25.8	≥34.5	≤14.6	14.7-21.2	21.3	≥24.7
12	≤37.0	37.1-40.0	≥40.1	≤12.6	12.7-26.7	26.8	≥35.5	≤15.1	15.2-22.1	22.2	≥25.8
13	≤36.6	36.7-39.6	≥39.7	≤13.3	13.4-27.7	27.8	≥36.3	≤15.6	15.7-22.9	23.0	≥26.8
14	≤36.3	36.4-39.3	≥39.4	≤13.9	14.0-28.5	28.6	≥36.8	≤16.1	16.2-23.6	23.7	≥27.7
15	≤36.0	36.1-39.0	≥39.1	≤14.5	14.6-29.1	29.2	≥37.1	≤16.6	16.7-24.3	24.4	≥28.5
16	≤35.8	35.9-38.8	≥38.9	≤15.2	15.3-29.7	29.8	≥37.4	≤17.0	17.1-24.8	24.9	≥29.3
17	≤35.7	35.8-38.7	≥38.8	≤15.8	15.9-30.4	30.5	≥37.9	≤17.4	17.5-24.9	25.0	≥30.0
>17	≤35.3	35.4-38.5	≥38.6	≤16.4	16.5-31.3	31.4	≥38.6	≤17.7	17.8-24.9	25.0	≥30.0

Age	Curl-up (no. completed)	Trunk lift (inches)	90° push-up (no. completed)	Modified pull-up (no. completed)	Flexed arm hang (seconds)	Back-saver sit and reach* (inches)	Shoulder stretch
5	≥2	6-12	≥3	≥2	≥2	9	Healthy Fitness Zone = touching fingertips together behind the back on both the right and left sides.
6	≥2	6-12	≥3	≥2	≥2	9	
7	≥4	6-12	≥4	≥3	≥3	9	
8	≥6	6-12	≥5	≥4	≥3	9	
9	≥9	6-12	≥6	≥4	≥4	9	
10	≥12	9-12	≥7	≥4	≥4	9	
11	≥15	9-12	≥7	≥4	≥6	10	
12	≥18	9-12	≥7	≥4	≥7	10	
13	≥18	9-12	≥7	≥4	≥8	10	
14	≥18	9-12	≥7	≥4	≥8	10	
15	≥18	9-12	≥7	≥4	≥8	12	
16	≥18	9-12	≥7	≥4	≥8	12	
17	≥18	9-12	≥7	≥4	≥8	12	
>17	≥18	9-12	≥7	≥4	≥8	12	

*Test scored Yes/No; must reach this distance on each side to achieve the HFZ.

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PART II

FITNESSGRAM ASSESSMENT MODULE

The *FITNESSGRAM* assessment measures three components of physical fitness that have been identified as important because of their relationship to overall health and optimal function. The three components are aerobic capacity; body composition; and muscular strength, endurance, and flexibility. Several test options are provided for most areas, with one test item being recommended. Each item is scored using criterion-referenced standards that are established based on the level of fitness needed for good health. Research and validation work conducted over many years has helped to refine these standards so that there are separate criteria for boys and girls at different ages. Because only modest amounts of activity are needed to obtain health benefits, most students who perform regular physical activity will be able to achieve a score that will place them within or above the Healthy Fitness Zone (HFZ) on all *FITNESSGRAM* test items.

Chapter 4 covers general principles associated with conducting fitness testing. It provides guidelines for testing primary students as well as general guidelines for safety. Chapters 5, 6, and 7 give detailed information on assessments of aerobic capacity, body composition, and musculoskeletal fitness, respectively. Chapter 8 provides information on the physical activity questionnaire in *FITNESSGRAM*. Chapter 9 focuses on interpreting *FITNESSGRAM* test results.

FITNESSGRAM TEST ADMINISTRATION

This chapter describes basic considerations for administering and scoring fitness test items. Appendix B contains samples of class score sheets and individual score sheets for self-assessment. The *FITNESSGRAM* software will also print a class score sheet. Table 4.1 provides a summary list of the test items. In addition to the test scores, the *FITNESSGRAM* software requires the following student information: first name, last name, gender, birth date, and grade.

An important component of the *FITNESSGRAM* software is the inclusion of physical activity assessments. While fitness is important, it cannot be maintained unless children are physically active. Benefits associated with physical activity are also independent of those that come from participation in regular physical activity. The *FITNESSGRAM* software includes specific algorithms that take into account a child's activity and fitness level when providing individualized feedback. Additional information on the questions is available in chapter 8, and information on the feedback algorithms is in chapter 9.

This chapter provides information on how to administer the *FITNESSGRAM* battery in an efficient and organized manner.

Considerations for Testing Primary Grades

The major emphasis when testing children in grades K-3 should be on enjoyment and instructions on proper technique. It is important at this age not to focus on performance level. Performance standards are not available for the aerobic capacity test items for students younger than 10 years of age. While standards are provided for other test items for primary grade children, you are strongly encouraged not to emphasize performance level and test results.

Considerations for Safety

The test items used in *FITNESSGRAM* have been administered to millions of students and have

TABLE 4.1 FITNESSGRAM Test Items

		Muscular strength, endurance, and flexibility			
Aerobic capacity	Body composition	Abdominal strength and endurance	Trunk extensor strength and flexibility	Upper body strength and endurance	Flexibility
The PACER*	Skinfold measurements*	Curl-up*	Trunk lift*	90° push-up*	Back-saver sit and reach
One-mile run	Body mass index			Modified pull-up	Shoulder stretch
The walk test (secondary students)	Bioelectric impedance analyzers			Flexed arm hang	

*Recommended test.

been shown to be very safe. The prudent teacher, however, will recognize that with any strenuous physical activity there is always the possibility that incidents may occur.

Before administering any test items, be aware of the potential health problems of all students in your classes. For example, it is possible for a student to have a congenital heart condition that may require special consideration during the administration of an aerobic capacity measure or other test items. Maximizing the safety of all students should be the primary objective.

Your school district or agency should have established policies related to medical information, medical records, and medical clearance for activity. It is important that you be aware of these policies and that you follow them strictly.

It is also important that students be conditioned adequately before taking the test. This conditioning period is especially important during the fall of the year and in hotter climates.

Considerations for Testing Special Populations

FITNESSGRAM is intended for use with students who do not have disabilities. You will, in many situations, also be working with students with disabilities. If certain physical fitness components are deemed important as a dimension in education, they are equally important for all students. We suggest, therefore, that teachers needing assistance in developing tasks for an assessment should consult one of these excellent resources: *Brockport Physical Fitness Test Kit*, *The Brockport Physical Fitness Test Manual*, and *The Brockport Physical Fitness Training Guide* (Winnick and Short, 1999). The software program with these materials has been designed so that you can easily share student data with the FITNESSGRAM/ACTIVITYGRAM software.

Need Additional Information?

To order the Brockport resources, call Human Kinetics at 800-747-4457 ext 5555, or order online at www.HumanKinetics.com.

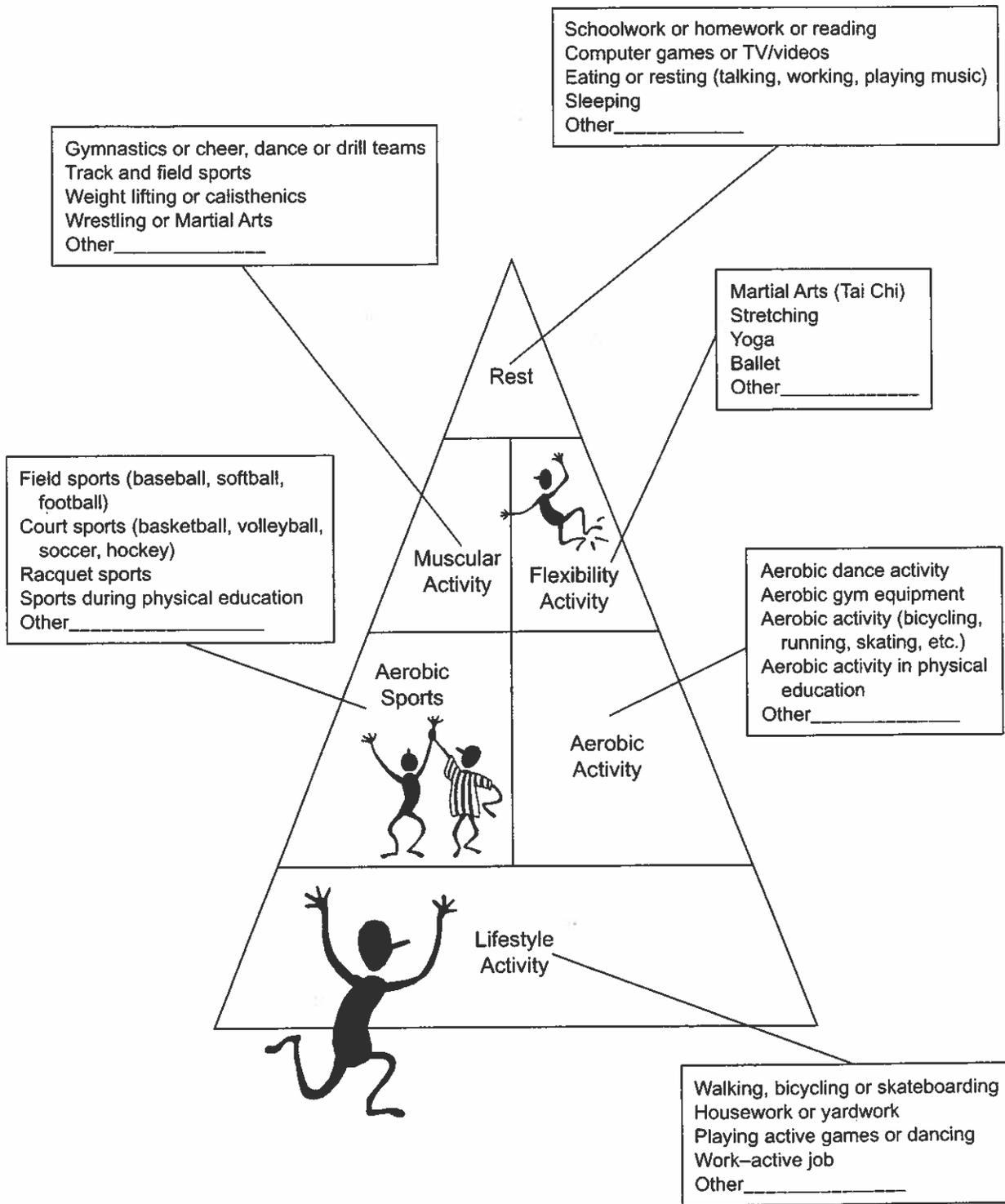


FIGURE 10.1 ACTIVITYGRAM pyramid.

ACTIVITYGRAM ADMINISTRATION

Because a major goal of physical education programs is promoting regular physical activity, it is important to include assessments of physical activity in the curriculum. While fitness is important, it cannot be maintained unless children are physically active. The *ACTIVITYGRAM* Physical Activity Recall provides a tool to assist teachers in offering instruction and feedback related to physical activity topics. To complete the assessment, children will need to be able to categorize different types of activity, describe the intensity of the activity, and estimate the length of time (duration) spent being physically active. The report provides detailed information about the child's activity habits and prescriptive feedback about how active he or she should be.

The *ACTIVITYGRAM* module was designed to be conducted as an "event" similar in focus and structure to the *FITNESSGRAM* assessments. Instructors are encouraged to provide time in the curriculum to teach concepts related to physical activity and to utilize this new evaluation tool. Because of the cognitive demands of recalling physical activity, it may be difficult for young children to get accurate results. For this reason, the *ACTIVITYGRAM* module is

recommended for children in grades 5 and higher. However, if used for educational purposes only and if some training or assistance is provided, it still should be possible for younger children (grades 3 and 4) to obtain meaningful results. In order to use *ACTIVITYGRAM* in version 8.x, you must have the student application installed and allow the students to enter their own information (a sample image of the screen is shown later). This chapter describes the *ACTIVITYGRAM* module in more detail and provides guidelines for administering the instrument within physical education classes. Additional detail on the reliability and validity of different physical activity assessments is included in the *FITNESSGRAM Reference Guide* (see the chapter "Physical Activity Assessments" by Welk and Morrow).

Description of ACTIVITYGRAM

The *ACTIVITYGRAM* assessment is based conceptually on a validated physical activity instrument known as the Previous Day Physical Activity Recall

(PDPAR) (Weston, Petosa, and Pate, 1997). In the assessment the child is asked to report his or her activity levels for each 30-minute block of time during the day. The format is designed to accommodate both school and non-school days. Each assessment begins at 7:00 a.m. and continues until 11:00 p.m. For each 30-minute time block the child is asked to report the predominant activity for that interval. To help prompt the responses, the assessment provides children with a list of common activities. The activities are divided into categories based on the concept of the physical activity pyramid (Lifestyle Activity, Aerobic Activity, Aerobic Sports, Muscular Activity, Flexibility Activity, and Rest).

The pyramid provides a useful way to describe the variety of physical activities that contribute to good health. Level 1 of the pyramid includes lifestyle activities, or activities that can be done as part of daily living. Activities at this level include walking to school, riding a bike, raking leaves, and general outdoor play of all kinds. Level 2 of the pyramid includes a variety of aerobic sports and aerobic activities. Activities in Level 3 include flexibility and muscle fitness activities. Level 4 refers to rest activities such as homework, TV viewing, or eating. It is important for children to be able to categorize the activities they do so they can increase their involvement in healthy physical activity and minimize the amount of free time they spend in inactive pursuits such as TV viewing. See figure 10.1 for a conceptual model of the physical activity pyramid used in *ACTIVITYGRAM*.

For each activity that is selected on the assessment, students are prompted to indicate whether they were active in this activity for "all of the time" or just "some of the time." This effectively allows each interval to be represented as two 15-minute bouts rather than one 30-minute bout (i.e., if a student indicates that he or she was active "all of the time," the student will be considered as having been active for two 15-minute bouts. If a student indicates that he or she was active "some of the time," the student will be considered as having been active for one 15-minute bout). This distinction improves the accuracy of the assessment and also reinforces to the child that activity does not have to be continuous or done for long periods of time. If a child selects an activity from the Rest category, then the duration of the activity is assumed to be 30 minutes. A student cannot select "some of the time" for Rest because students who were resting for only a portion of the time should indicate what other type of activity they were performing in that time interval.

After selecting a duration, students are also asked to rate the intensity of the activity (Light, Moderate, Vigorous). The descriptors for the intensity levels were selected to be consistent with current physical activity guidelines that describe recommended levels of moderate and vigorous physical activity. See table 10.1 to distinguish among the different intensities.

Administration

The *ACTIVITYGRAM* module is accessed through the student application of the *FITNESSGRAM* software (see sample screen in figure 10.2). As previously mentioned, this module was designed to be administered as an "event" similar in scope to *FITNESSGRAM*. Teachers typically spend several weeks preparing for and completing the different fitness assessments, and this same level of attention should be devoted to administering the *ACTIVITYGRAM* assessment. If this module is established as an important part of the curriculum, children will put forth a better effort and there will be more cooperation with other teachers regarding scheduling time in computer labs and for completing the assessments. Involvement of parents to remind children to complete logs of their daily activities can also help improve the accuracy of the assessment and involvement of the students.

Obtaining accurate information about physical activity with self-report instruments is inherently challenging, and these challenges are magnified for assessments in children. The *ACTIVITYGRAM* software provides an intuitive computer interface and some built-in aids to facilitate the child's recall of physical activity. However, before the data collection is to take place, it is important to teach children about the different types and intensities of physical activity so they can more accurately distinguish the activities they do. A sample protocol is shown at the end of this chapter. This protocol provides only a rough outline of how the instrument can be introduced, and further refinement or customization may be needed. This type of instruction will enhance the educational value of the *ACTIVITYGRAM* assessment and improve the accuracy of the results.

Most teachers have students practice fitness assessments before testing, and this same guideline would apply to activity assessments as well. A sample logging page (Sample *ACTIVITYGRAM* Log) is provided in appendix B to facilitate this type of practice session during a portion of a physical education class. It is recommended that all students complete this practice log briefly before they complete the *ACTIVITYGRAM* for the first time. The

TABLE 10.1 Descriptions of Intensity Levels

Light	Little or no movement, no increase in breathing rate, easy
Moderate	Movement equal in intensity to a brisk walk, some increase in breathing rate, not too difficult
Vigorous (hard)	Moving quickly, breathing hard, hard effort level

Note: Rest is defaulted to an intensity level of Very light.

**FIGURE 10.2** Sample ACTIVITYGRAM screen.

following protocol can be used to instruct students in how to complete the practice log.

To practice learning about activity, I would like to have you try to remember what you did yesterday after school. Think back to yesterday and write down the main activity that you did for each 30-minute period after school. You can write the name of the activity in the space or use the chart at the bottom of the page to write down the number. For each activity, estimate the intensity as either REST, LIGHT, MODERATE, or VIGOROUS. (*Help the students select activities from the pyramid and rate the intensities.*)

While the instrument is intended to be a “recall” of the previous day’s activity, accuracy may be improved by having children complete a detailed activity log during the day. This will help them more accurately recall what they actually did when they come into the computer lab. The use of a log may not be necessary if the children recall only one day back in time, but it is strongly recommended for extended days of recall. A copy master labeled “ACTIVITY-

GRAM Assessment” is provided in appendix B (page 107). This page can be photocopied and put into a booklet for all students as part of the ACTIVITYGRAM assessment. Providing information to parents on a cover page would help to promote parental involvement and support and provide a reminder to the children. Requiring the completion of the log as a “participation activity” (i.e., as homework) is another way to promote compliance with the monitoring protocol.

A sample ACTIVITYGRAM Instruction Booklet is included on the Test Administration DVD.

If the child completes at least two days of assessments, the results are printed as the ACTIVITYGRAM report. The report includes information regarding the amount of activity performed, activity patterns throughout the day, and the type of activities performed as classified by the Activity Pyramid. Consult the next chapter, “Interpreting ACTIVITYGRAM Results,” to find out how the results are compiled and summarized.

Sample Training Protocol for Instruction on **ACTIVITYGRAM**

Orientation to **ACTIVITYGRAM**

Over the next few days you are going to learn about the types and amounts of physical activity that you do in a normal day. While you get some activity in physical education, you probably do a lot of other activities after school or at home. The assessment that we will do will allow you to track the different activities you do over three different days. You will need to record the main activity you do for each 30-minute block of time in the day. While you may do a lot of different activities, you will need to record only the main activity that you did during that time. The activities will be selected using the Activity Pyramid (*describe the Activity Pyramid using the copy master in the manual or with a wall chart*). For each activity, you will then rate the intensity of the activity as either **REST, LIGHT, MODERATE, or VIGOROUS** and then specify how long you did it.

Explanation About Physical Activity

Physical activity refers to movements that require the use of your large muscles (such as your arms and legs) and that make you breathe hard or sweat. **Can anyone give me some examples of physical activity?** There are also a lot of different resting activities that you might do during the day. **Can anyone give me some examples of some things they like to do when they are resting or relaxing?** The Activity Pyramid provides a way to categorize the different types of activities that you do. In the **ACTIVITYGRAM** assessment you will use this pyramid to help you pick the different activities that you do. (*Summarize the different parts of the pyramid in more detail.*)

- **Lifestyle activities** are things you do as part of your normal day (walking, bike riding, playing, housework, or yard work).
- **Aerobic activities** are things you do to improve your aerobic fitness (e.g., jogging, bike riding, swimming, dancing).
- **Aerobic sports** are sports that involve a lot of movement. These may be sports you do for fun with a few people or ones that you do as part of a team.
- **Muscular activities** are things that require a lot of strength.
- **Flexibility activities** are things that might involve stretching your muscles.

Can you think of some things that you do that are not on the list? If you do an activity that is not listed, you should pick the category that it belongs in and choose the "Other" activity provided in each category. For example, if you were riding in a car, what type of activity would that be? (answer = **OTHER REST**). If you were climbing trees, what might you

(continued)

(continued)

select? (**OTHER MUSCULAR**). If you were just playing around the house, the activity might involve a lot of different movements, but you would probably just select **OTHER LIFESTYLE**. It is important to remember that most activities that you do are probably **LIGHT** or **REST**. You might only have a few periods each day when you might be running or playing a bit harder.

Explanation About Intensity

Activities can be done at different intensities. An activity that mostly involves sitting or standing but little motion can be considered a **REST** activity (example = sitting in class or reading). An activity that involves slow movements but is not too tiring might be called **LIGHT** (example = slow walk or stroll).

An activity that involves quick movements or running, or one that makes you breathe hard, would be called **VIGOROUS** (example = fast jog). Activities that are between **LIGHT** and **VIGOROUS** would be called **MODERATE** (brisk walk). *Provide students with examples of different activities and have them rate the intensity. Remind them again about the types of things that would count as **REST** (sitting in a car, listening to music, talking with friends, and so on).*

Explanation About Duration

Activity can be done for various periods of time. You might be active for a few minutes and then rest for a few minutes. This is a good way to stay active throughout the day. In the activity assessment you complete, you will pick the main activity you do in each 30-minute period. If you did this for only a part of the time, you will have the option of selecting **SOME OF THE TIME** for the duration of the activity.

Over-the-Counter Medications



Synopsis

A guest speaker discusses the categories of Over-the-counter (OTC) medicines, how they are similar to and different from prescription medications. Using the provided handout as a guide, students research non-drug alternatives for managing self-limiting conditions and the uses and effects of OTC medications using valid sources of information.

Key Concepts

Risks and benefits of medicinal drugs

Objectives

Students will describe uses and effects for (OTC) medications.

Students will identify valid sources for information about OTC medications.

Skill Emphasis

Accessing Information

Time Requirements

One 55-minute session.

Materials & Preparation

Invite a pharmacist to speak to the class about over-the-counter medications.

Provide newsprint or butcher paper and markers for students.

Copy student page (one for each student):

- Using OTC Medications

own.

- Rx drugs are available only with a physician's prescription, because they have greater potency and more potential side effects than OTC medicines.

4. Review valid sources of information.

Discuss ways to identify valid sources of information, particularly on the Internet. See Identifying Valid Sources for Information.



Concepts

- On the Internet, valid sources of information may often be identified by the suffixes ".org" (for non-profit agencies) or ".gov" (for government agencies).

5. Brainstorm non-drug alternatives for dealing with self-limiting conditions.

Ask the class how various types of ailments for which people automatically reach for an OTC medicine could be managed without drugs. For example, many headaches can be relieved simply by drinking more water. Ask students to research alternative ways to manage common conditions, using the Internet or other sources of information.

6. Reflect, summarize, and discuss.

Ask for volunteers to report on their research.



Discussion Points

- What alternative treatments are commonly recommended?
- When is it safe to try an alternative treatment?



Skill Development

- What sources did students use for their information?
- How did they identify valid suggestions for alternative treatments?

Assessment

Student Page: Using OTC Medications

Ask students to research one OTC medication and answer the questions on the student page.

Assessment Criteria



Concepts

Student work demonstrates proficiency by showing the ability to:

- Provide accurate information about over-the-counter medications.

NAME _____

STUDENT PAGE _____

Using OTC Medications

Directions: Choose an over-the-counter medication to research. Check with a local pharmacist or use the Internet or other resources to answer the questions about this medication. Be sure to list your resources and explain why they are valid.

1. What OTC medication did you study?

2. What conditions are this medication used to treat?

3. What other OTC medications are available to treat the same conditions?

4. How does this medication work?

5. What are the side-effects of this medication?

6. Are there any non-drug alternatives to the use of this medication? What are they?

7. List your resources here.

8. How do you know these are valid resources?



Social Studies Graduation Standards

Social Studies	
Graduation Standards and Performance Indicators	
Guiding Beliefs for Social Studies	
Personal and Global Stewardship	
Responsible citizenship requires awareness and a concern for oneself, others, and the environment. It involves interactions not only within the self and family, but between the self and friends, the community, the nation, and the world. It includes the knowledge and care of all dimensions of our selves as humans, an understanding of the group process, and a willingness to exercise the rights and responsibilities of citizenship. Stewardship also includes the study of current geography and an appreciation of pluralism and human rights.	
Communication	
The ability of human beings to communicate through a variety of media with a high degree of specificity is one of our most remarkable achievements. In a rapidly-changing world, communications skills will become ever more essential to our students' future success.	
Reasoning and Problem Solving	
Knowledge is power. We must help students want to gain knowledge, show them how to get it, and encourage them to use it to reach a new understanding or to create a new product. We must help students learn to reflect on their processes of learning, regardless of their field of study.	
The Human Record	
The study of the human record not only includes the actions and events of the past but also the constructs of human thought and creativity as they have evolved through time. The human record includes works of literature and the arts; scientific laws and theories; and concepts of government, economic systems, philosophy, and mathematics. In fact, much of what we now think of as "subject matter" in today's curriculum belongs in this section.	
APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE AND SKILLS:	
Collaboratively and independently, research, present and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts. (MLR.A1: CCSS)	
A. gather, synthesize and evaluate information from multiple sources representing a wide range of views; make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. (MLR A1 b-E, I-j; CCSS RH 1-3, RH 6-9)	

Social Studies Graduation Standards

<p>B. Evaluate various explanations and authors' differing points of view on the same event or issue, citing specific textual evidence from primary and secondary sources to support analysis. (MLR A1 C-f; CCSS RH 1, RH 3-6, RH 10)</p>	
<p>C. Develop informative/ explanatory texts about social studies topics, including the narration of historical events, and present a coherent set of findings orally and in writing. (MLR A1 C-f, I-j; CCSS WH 2, WH 4-6, WH 10)</p>	
CIVIC ENGAGEMENT:	
<p>Apply the attributes of a responsible and involved citizen to affect a real world issue based on a local need. (MLR, A2 + A3)</p>	
<p>A. Analyze how people influence government and work for the common good. (MLR b2 d)</p>	
<p>B. Develop and present decisions or plans, orally and in writing by:</p> <ul style="list-style-type: none"> • considering multiple points of view; • prioritizing the pros and cons of those ideas; • building on ideas of others and sharing in an attempt to sway the opinions of others. (MLR A2 A; CCSS SL 1, SL 3) 	
CIVICS AND GOVERNMENT:	
<p>Apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Maine, the United States and the world. (MLR, b)</p>	
<p>A. Evaluate current issues by applying the democratic ideals in the founding documents and constitutional principles of the United States government, and explain how and why democratic institutions and interpretations of democratic ideals have changed over time. (MLR b1 A-C)</p>	

Social Studies Graduation Standards

<p>B. Analyze the constitutional principles, and the roles of the citizen and the government, in major laws or cases, and compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations. (MLR b2 b-d)</p>	
<p>C. Compare the American political system with examples of political systems from other parts of the world.</p>	
<p>ECONOMICS: Understand and apply the concepts and processes from economics to understand issues of personal finance and issues of production, distribution and consumption in the community, Maine, the United States and the world. (MLR C)</p>	
<p>A. Explain and analyze the role of financial institutions, the stock market, and government including fiscal, monetary and trade policies in personal, business and national economies. (MLR C1 A-b, d-E)</p>	
<p>B. Explain and apply the concepts of specialization, economic interdependence, comparative advantage, and supply and demand as they relate to economic conditions or issues. (MLR C1 f-g)</p>	
<p>C. Explain that the study of economics includes the analysis and description of production, distribution, and consumption of goods and services by business, and is the basis of individual personal finance management including savings and investing.</p>	
<p>D. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economies.</p>	
<p>GEOGRAPHY: Analyze the physical, human and environmental geography of Maine, the United States and various regions of the world to evaluate the interdependent relationships and challenges facing human systems in the past, present and future. (MLR d)</p>	
<p>A. Apply geographical concepts, skills, and tools to interpret the past, address the present and plan for the future. (MLR d1 A, d)</p>	

Social Studies Graduation Standards

<p>B. Analyze the interaction between human actions and environmental systems, and evaluate the meaning, use, distribution and importance of resources in various regions of the world. (MLR d1 C, d2 A)</p>	
<p>C. Evaluate how the forces of cooperation and conflict among people, as well as the movement and interactions of various groups of people, including Native Americans in Maine, influence the division and control of the Earth’s surface historically and in the present. (MLR d2 b)</p>	
<p>D. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national and global levels and helps people to better predict and evaluate consequences of geographic influence.</p>	
<p>HISTORY:</p>	
<p>Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world. (MLR E)</p>	
<p>A. Apply an understanding of the forces of continuity and change to analyze the evolution of historical eras, the persistence of enduring themes, and the significance of turning points and current issues in Maine, Maine Native American cultures including the Wabanaki Nation, the nation and the world. (MLR E1 b, E2 b)</p>	
<p>B. Select and organize evidence from primary and secondary sources to support an historical interpretation or argument. (MLR E1 A)</p>	
<p>C. Trace and evaluate the development of democratic ideals, the persistence of enduring themes (e.g. power and authority; migration) and their impact on societal issues, trends and events. (MLR E1 C)</p>	
<p>D. Identify and critique diverse perspectives on societal issues, trends and events and articulate priorities different groups or people hold in their perspectives. (MLR E1 d, E2 a; CCSS RH 6)</p>	
<p>E. Apply an understanding of causality, connections and significance to develop credible explanations of historical events based on reasoned interpretation of evidence. (MLR E1 d)</p>	

Rubric for Journal Writing

Task Description: Students will empathize with diverse groups of Americans who have experienced discrimination and violation of their civil liberties by their fellow Americans.

Activity: Write a journal entry from the reading and class discussion from *Silver Like Dust*, by Kimmi Cunningham Grant.

Suggestions: What: have I learned, did I already know, did I feel about the treatment of the Japanese-Americans, did I relate to in the reading or discussion, did I formally misunderstand, confused me, did I disagree/agree with, changed my point of view, event can I compare to another event that occurred, would I suggest might have been done differently.

ELA-Graduation Develop and strengthen writing write.process1.1, ela.5.2

SS-Graduation Identify and critique diverse perspectives on societal issues, trends. His 1.4 ss.6.1D

SS-Graduation Apply an understanding of causality, connections and significance.

Criteria	Weight	Exemplary Yes	Accomplished Yes, but	Developing No, but	Beginning No
Retelling of Experience	20%	<input type="checkbox"/> Detailed explanation of experience <input type="checkbox"/> Specific descriptors of observations during experience <input type="checkbox"/> Writing is highly organized with logical sequence	<input type="checkbox"/> Clear explanation of experience <input type="checkbox"/> Objective observation of experience <input type="checkbox"/> Organization is clear and easy to follow	<input type="checkbox"/> Somewhat clear explanation of experience <input type="checkbox"/> Somewhat objective observation of experience <input type="checkbox"/> Minimal organization	<input type="checkbox"/> Vague explanation of experience <input type="checkbox"/> Non-objective observation of experience <input type="checkbox"/> No organization evident; confusing
Reflections/ Personal Response	20%	<input type="checkbox"/> Reflects well on own work <input type="checkbox"/> Provides many examples	<input type="checkbox"/> Reflects on own work <input type="checkbox"/> Provides examples	<input type="checkbox"/> Some reflection on own work <input type="checkbox"/> Provides few examples	<input type="checkbox"/> Little reflection on own work <input type="checkbox"/> Provides very few or no examples
Relevance to Classroom Concepts or Personal Experience	20%	<input type="checkbox"/> Student listens well in different contexts; relates observations to classroom concepts and/or personal experiences	<input type="checkbox"/> Student listens in class; relates some observations to classroom concepts and/or personal experiences	<input type="checkbox"/> Makes minimal reference to what is heard in class or to personal experience	<input type="checkbox"/> Makes no reference to what is heard in class or personal experiences
Analysis of Experience	20%	<input type="checkbox"/> Makes many inferences <input type="checkbox"/> Comprehends deeper meanings <input type="checkbox"/> High level of critical	<input type="checkbox"/> Makes inferences most of the time <input type="checkbox"/> Usually comprehends deeper meanings	<input type="checkbox"/> Some inferences are made <input type="checkbox"/> Comprehends surface level meaning	<input type="checkbox"/> Few or no inferences are made <input type="checkbox"/> No comprehension or reflection on assignment

Journaling

Provides support for Reading:

Before, During, and After

Description:

Journaling is a powerful method for developing literate thinkers. It is different from note taking where students copy and summarize ideas from the text, because journaling encourages students to develop their own ideas and thinking. Many teachers who have implemented journal writing into their courses find they are able to cover more content despite giving up 5 to 10 minutes of class time to journal writing.

Sharing the Strategy with Students:

1. Explain the value of journal writing in helping students learn and remember ideas, techniques, strategies, and content that they will be using in the future.
2. Show students samples of entries written by students from previous years or in similar courses.
3. Have students date each entry.

Types of Journals:

Double Entry Journals: Two columns with some of the possible headings

- | | |
|-----------------------------|---|
| 1. What is it? | What does it mean to me? |
| 2. What I learned? | Why is it useful / when might I use it? |
| 3. What I understand. | What I don't understand and still need to know. |
| 4. Ways to solve a problem. | How I solved the problem (and why I chose it). |

Learning Logs: Provide ongoing records of what students are learning, allows for reflection and reaction to the course, documents student growth.

1. Done daily.
2. Teachers need to model and show examples.
3. Possible prompts: Describe yourself as a (science, CTE, Math, social studies student).
What are your goals for this class? Explain new ideas you learned today and how this fits with what you already knew? What is the significance of what you've learned?
What don't you understand? Describe what has been said about ___ today in class.
Describe what worked and what didn't work today in lab.

Dialogue Journals: Conversations in writing between two students or a student and the teachers. can also be set up as an electronic discussion forum.

Argument Essay Writing Rubric
Smarter Balance Argument Essay Writing Rubric

Standard 2. Be able to write and present a coherent historical narrative.
 Standard 4. Analyze the interaction between human actions and environmental systems, and evaluate the meaning, use, distribution and importance of resources in various regions of the world.
 Standard 5. Evaluate how the forces of cooperation and conflict among people, as well as the movement and interactions of various groups of people, influence the division and control of the Earth's surface historically and in the present.

Argument & Evidence	4-Exceeds	3-Meets	2-Partially Meets	1-Emergent
<p>Organization of Argument</p> <ul style="list-style-type: none"> •Argument articulates a sophisticated analytical assessment of the option. •Well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas. •Provides an articulate, logical conclusion. 	<ul style="list-style-type: none"> •Thesis evaluates claims. •Well organized and focused, Uses transitions •Synthesizes warrants in conclusion. 	<ul style="list-style-type: none"> •Thesis describes the claims. •Generally organized and focused •Attempts to use transitions. •Attempts a conclusion. 	<ul style="list-style-type: none"> •Thesis confuses or misses critical aspects of the claims. •Poorly organized and/or focused •Does not attempt transitions •Does not attempt a conclusion. 	

Evidence of Example	4-Exceeds	3-Meets	2-Partially Meets	1-Emergent
<p>Standard 1. Evaluate POV in various explanations and support your argument by citing various sources.</p>	<ul style="list-style-type: none"> •Relevant sections of the primary and secondary sources are insightful •Claims are supported by primary and secondary sources •POV & bias of the sources are explained 	<ul style="list-style-type: none"> •There is an attempt to support claims using primary and secondary sources •POV & bias of the sources are explained 	<ul style="list-style-type: none"> •Evidence and examples are not relevant and/or are not explained. •No attempt at explaining POV & bias 	

Argument Essay Writing Rubric
 Smarter Balance Argument Essay Writing Rubric

Sources: teachingforglobalcitizenship.org, Falmouth HS,

incorporated into the presentation. Warrants may show a summary of evidence but lacks evaluation warrant of how and why the evidence supports their claim. Does not attempt a summary of evidence but lacks evaluation warrant of how and why the evidence supports the claim.

<p>Standard 3. Apply geographical concepts, skills, and tools to interpret the past, address the present and plan for the future.</p> <p>Standard 4. Analyze the interaction between human actions and environmental systems, and evaluate the meaning, use, distribution and importance of resources in various regions of the world.</p> <p>Standard 5. Evaluate how the forces of cooperation and conflict among people, as well as the movement and interactions of various groups of people, influence the division and control of the Earth's surface historically and in the present.</p>	<p>3=Meets</p> <ul style="list-style-type: none"> Original interpretations and analysis of the evidence Original interpretations and analysis of the warrants Interpretations and analysis demonstrates the standards 	<p>2=Partially Meets</p> <ul style="list-style-type: none"> Attempts to interpret and analyze the evidence with some misinterpretations Attempts to interpret and analyze the warrants with some misinterpretations 	<p>1=Emergent</p> <ul style="list-style-type: none"> Does not attempt to interpret and analyze the evidence Does not attempt to interpret and analyze the warrants
<p>Interpretation & analysis</p> <ul style="list-style-type: none"> Sophisticated, analytical, original thought evident throughout which is supported by references to primary and secondary 			

Argument Essay Writing Rubric
 Smarter Balance Argument Essay Writing Rubric

Sources: teachingforglobalcitizenship.org, Falmouth HS,

<p>sources.</p> <ul style="list-style-type: none"> • Comprehensive understanding of the complexities involved. 	<ul style="list-style-type: none"> • Interpretations and analysis demonstrates some of the standards • no connection to standards
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Standard 2. Be able to write and present a coherent historical narrative.		
Language, Vocabulary & Conventions	3=Meets	2=Partially Meets
<ul style="list-style-type: none"> • Clearly expresses ideas using precise language • content vocabulary is clearly appropriate for the audience and purpose • few, if any, errors are present in usage and sentence formation • effective and consistent use of punctuation, capitalization, and spelling 	<ul style="list-style-type: none"> • Adequately expresses ideas employing a mix of more precise with general language • content vocabulary is generally appropriate for the audience and purpose • some errors are present in usage and sentence formation but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling 	<ul style="list-style-type: none"> • Response expresses ideas unevenly, using simplistic language • content vocabulary may at times be inappropriate for the audience and purpose • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
	3=Meets	1=Emergent

Improvement Plan: Organization, Use of Sources, in-text citations, transitions, clarity of ideas, introduction, conclusion, thesis, warrants, synthesizing, being concise, variety of information, avoiding repetition, expanding on ideas, quote use, sentence structure, other

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**Argument Essay Writing Rubric
Smarter Balance Argument Essay Writing Rubric**

Sources: teachingforjobalcitizenship.org, Falmouth HS,

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- 1 Beginning
- 2 Approaching Proficiency
- 3 Meets the Standard
- 4 Exceeds the Standard

GRADUATION REQUIREMENTS

NEPN/NSBA Code: IKF

Before entering high school, students need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

Regional School Unit 78 has adopted a proficiency-based system of learning consistent with Maine law, which means that after January 1, 2018, the awarding of a diploma will be contingent on the demonstration of proficiency in the content areas and Guiding Principles and the Learning Results rather than the accumulation of credits.

To be awarded a high school diploma from the Regional School Unit 78 school, students graduating in the Class of 2018 and beyond must demonstrate proficiency in the content areas identified in Maine's system of Learning Results, meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results, and fulfill all additional graduation requirements set by the Board.

Students graduating in the Classes of 2014-2017 must meet the credit and other graduation requirements specified in this policy.

A student who would have graduated with the Class of 2017 and have been awarded a diploma at commencement but for his/her failure to earn sufficient credits or meet other requirements set by Board policy will have until December 31, 2017 to fulfill the graduation requirements applicable to the Class of 2017.

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection. This policy will also be included in every edition of the high school student handbook.

The Board has approved the following schedule of minimum requirements for graduation, which includes minimum requirements specified by the State of Maine. The Board is aware that current law and regulations are subject to change.

The Board expects the Superintendent/designee to inform students and parents as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.

- D. 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.

ALTERNATIVE METHODS OF EARNING CREDITS

A student who is deficient in these requirements or wishes to meet these requirements through alternative means may earn and apply credits in accordance with the provisions of this section.

A student who wishes to meet a credit requirement through an alternative method must have prior written approval as specified in this section.

A student who makes up deficiencies may participate in the next regular graduation ceremony following successful completion of all graduation requirements.

- A. A student may earn up to two credits through the Franklin County Adult Education Program. The student must have prior written approval from the Director of Adult Education, Guidance Counselor, and Principal.
- B. A student may earn credits through distance learning/virtual courses provided 1) the course is approved in advance by the Guidance Counselor and Principal and 2) progress is monitored by a member of the High School's professional staff.
- C. Advanced courses or courses not available at Rangeley Lakes Regional School may be taken at other secondary schools or at approved postsecondary institutions with the approval of the Guidance Counselor and Principal.
- D. A student may earn credits through independent study approved by the Guidance Counselor and Principal and monitored by the teacher(s) of the subject(s) to which the independent study is related.

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Students who achieve proficiency in meeting the content standards of the Learning Results as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASSES OF 2014, 2015, 2016 OR 2017

Students who anticipate graduating in the Classes of 2014, 2015, 2016, or 2017 must meet the following minimum requirements in order to be awarded a high school diploma.

- A. The student must successfully complete a total of 22 credits. Of these credits, 12 ½ (twelve and one-half) must be those specified by the State of Maine. They are:
1. English/language arts – 4 credits;
 2. Mathematics – 2 credits;
 3. Social studies and history, including one year of American history and government – 2 credits;
 4. Science, including at least one year of laboratory study – 2 years;
 5. Fine arts, which may include art, music, forensics or drama – 1 credit;
 6. Health – 1/2 credit; and
 7. Physical education – 1 credit.
- B. The student must demonstrate computer skills according to the school unit's standards for computer literacy, proficiency, and performance.
- C. In addition to the State requirements, the student must meet the following additional credit requirements established by the Board:
1. Math – 2 additional credit;
 2. Science – 2 additional credit;
 3. Social Studies – 2 credit;
 4. Career Prep/ College Prep– 0.5 credit;

II. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2018 AND BEYOND

In accordance with Maine law and Regional School Unit 78 's proficiency-based system of learning, after January 1, 2018, the awarding of a diploma from Regional School Unit 78 school will be contingent on the demonstration of proficiency in the content areas of Maine's System of Learning Results and meeting the cross-content performance standards of the Guiding Principles of the Learning Results, rather than only the accumulation of credits. The student must also fulfill any other requirements specified in this policy including learning experiences to fulfill the demonstration of standards requirements.

Students who anticipate graduating in the Classes of 2018 and beyond must meet the following requirements in order to be awarded a high school diploma.

- A. Demonstrate proficiency in meeting standards in the following content areas of the Learning Results. Meeting the standards entails demonstrating proficiency for each standard within each content area.

English Language Arts

Mathematics

Science and Technology

Social Studies

Health Education and Physical Education

Visual and Performing Arts

World Languages

Career and Education Development (embedded in the other content areas)

- B. Meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results.

A student graduating from Rangeley Lakes Regional School is expected to be a:

Clear and effective communicator;

Self-directed and life-long learner;

Creative and analytical problem solver;

Responsible and involved citizen; and an

Integrative and informed thinker.

- C. Complete an integrative research or service learning project through which he/she will demonstrate in-depth research, presentation, and technology application skills and evidence of proficiency in the Guiding Principles of the Learning Results.
- D. Complete an application to a post-secondary educational institution, training program or other experience that provides an opportunity for further growth.
- E. The student must also complete the following non-academic requirements:
Community Service- 10 Hours during their high school program of studies.

MULTIPLE PATHWAYS TO THE AWARDING OF A PROFICIENCY-BASED DIPLOMA

Regional School Unit 78's high school educational program is designed to enable students to satisfy graduation requirements in four years through a sequence of learning experiences/courses providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results.

Students following a traditional pathway will:

- A. Engage in educational experiences in the content areas of English Language Arts, Mathematics, and Science / Technology in each year of their high school program.
- B. Engage in at least three educational experiences in the content area of social studies during their high school program.
- C. Engage in at least one educational experience in the content area of visual and performing arts during their high school program.
- D. Engage in at least one educational experiences in world languages during their high school program
- E. Engage in at least one health and physical education experiences during

their high school program.

- F. Engage in educational experiences that integrate career and education development into other content areas of the Learning Results.

Students following a traditional pathway must be enrolled in the equivalent of five full year learning experiences/courses or integrated equivalents in each of their high school years.

Students may also opt to pursue a high school diploma through multiple additional pathways including:

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

Each pathway must provide a quality learning experience comparable in rigor to the school unit’s own educational experience (course) offerings.

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. The personal learning plan must be approved by the Guidance Counselor and Principal.

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Students who achieve proficiency in the content standards of the Learning Results and Guiding Principles, as specified in the goals and objectives of their Individualized Education Plans (IEP) will be awarded diplomas.

III. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM RANGELEY LAKES REGIONAL SCHOOL

This section applies to all students, in all graduation classes.

A. Transfer Students

For students who transfer to Rangeley Lakes Regional 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 Rangeley Lakes Regional School Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements.

B. Home-schooled Students

For home-schooled students wishing to receive a diploma from Rangeley Lakes Regional School, the Rangeley Lakes Regional School Principal shall determine the value of the student's prior educational experience toward meeting graduation credit requirements. A home-schooled student must have attended Rangeley Lakes Regional School full time for a minimum of 2 semesters in order to receive a Rangeley Lakes Regional School diploma.

C. Delayed Awarding of Diplomas

A student who leaves Rangeley Lakes Regional School to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

D. Early Awarding of Diplomas

A student who has met the State's and the Board's diploma requirements in fewer than four years of high school may be awarded a diploma.

E. Extended Study

Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.

F. Participation in Graduation Ceremony

A student must complete all Board requirements for a high school diploma in order to participate in graduation exercises.

G. Honors and Awards at Graduation

In order to be eligible for honors or awards based wholly or in part on academic achievement (e.g., valedictorian, salutatorian, class speaker”), a student must have been enrolled full time at Rangeley Lakes Regional School at least two semesters in the year preceding the semester of graduation. Students who do not meet this enrollment requirement will not be “ranked” for the purpose of determining eligibility for graduation honors, awards, or scholarships.

Legal Reference: 20-A M.R.S.A. § 4722
Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Cross Reference: IHCDA – Post-Secondary Enrollment Options
IK – Student Achievement
IKFA - Early Graduation

Adopted: February 25, 2014

PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

NEPN/NSBA Code: IKE

It is the Board's intent to provide sequential instructional programming that provides equitable opportunity for students to acquire the knowledge and skills that will enable them to meet the content standards of the system of Learning Results at each grade level. The Board recognizes that at every grade level, there are differences among students in their intellectual, physical, social, and emotional development, and that individual students may be more proficient in some content areas of the Learning Results than in others. Students may also differ in their progress toward achieving the cross-curricular skills identified in the Guiding Principles of the Learning Results.

While most students will advance from one grade to another at the end of the academic year, some students may benefit from retention or acceleration. Assignment of a student to a grade level should be consistent with the best educational interest of that student.

A. Criteria

The following criteria will be used in making decisions concerning promotion, retention and acceleration. Although all listed criteria may be considered in the decision-making process, because of the relationship between a student's achievement of the content standards of the system of Learning Results and his/her future success in school, more consideration shall be given to the criterion articulated in paragraph "A" below than to any other factors.

1. Achievement of the content standards of the Learning Results as demonstrated through classroom assessments, common assessments, standardized tests, portfolios, performances, exhibitions, projects and other elements of the school unit's local assessment system;
2. Achievement of cross-curricular skills associated with the Guiding Principles of the Learning Results.
3. Participation and success in remedial programs, tutoring, summer school, and/or other opportunities for success;
4. Potential benefit from repetition of a grade or learning experiences;
5. Potential for success if accelerated;
6. Attendance;
7. Social and emotional maturity;
8. Health;

9. Age in relation to grade placement;
10. Program options;
11. Student attitude; and
12. Parental concerns.

B. Retention

Parents should be notified as early as possible in the event that retention is being considered. Parents will be informed of the remediation options available to students such as tutoring, online/Internet-based resources, after-school programs, and summer school. Whenever possible, decisions concerning retention should be made through a conference involving parents, the student's teacher, the building principal, and, as appropriate, the guidance counselor, other professional staff, and/or consultants. Advancement to the next grade may be made conditional on successful remediation or demonstrated proficiency within a specified period of time.

The principal shall be responsible for making the final decision regarding retention. A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final.

C. Acceleration

Decisions regarding acceleration shall be made by the principal in consultation with the student's teacher(s), the Gifted and Talented Education Coordinator, and other professional staff or consultants, as appropriate. A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final.

D. High School Grade Level Assignment

For students starting high school prior to the 2014-2015 school year, grade level assignment will be based on the number of credits earned prior to the beginning of the school year.

For sophomore status, a student must have successfully completed 5 credits, for junior status 10 credits, and for senior status 15 credits.

Beginning January 1, 2018, demonstrated proficiency in the content standards of the system of Learning Results and in the cross-curricular standards skills identified in the Guiding Principles of the Learning Results, and successful completion of all other requirements specified in the Board's policy IKF (Graduation Requirements), will be required for a high school diploma.

High school grade level assignment will be based on the number of learning experiences/courses completed prior to the beginning of the school year.

For sophomore status, a student must have completed 5 learning experiences/courses, for junior status 10 learning experiences/courses, and for senior status 15 learning experiences/courses.

E. Transfer Students

For students who transfer into the school system from another state or educational program not required to meet the content standards of the system of Learning Results, the principal will determine the value of the student's prior educational experience for the purpose of grade placement or the fulfillment of credits.

Legal Reference: Ch. 127 (Me. Dept. of Ed. Rule)

Cross Reference: IK – Student Achievement
IKA – Grading/Academic Assessment
IKAB – Report Cards/Progress Reports
IKF – Graduation Requirements
ILA – Student Assessment/Local Assessment System

Adopted: January 28, 2014

Our school...

Have high expectations for all.
Believes fair is not always equal.
Demonstrates consistent communication with everyone.
Is a place where diversity is not only valued, it is vital to success.

Our staff...

Believes each student deserves a student-oriented staff.
Nurtures the intellectual, emotional, social, and physical growth of all students.

Our curriculum...

Consists of clear learning targets and timely feedback that will result in proficiency and academic advancement for all students.
Is aligned to rigorous standards and provides multiple ways for students to demonstrate proficiency.

Rangeley Lakes Regional School

RSU 78's Mission

To inspire all learners to strive for success in a world yet to be fully imagined.

RSU 78's Vision

RSU 78 envisions a broad range of choices for learning that inspires student and staff involvement in all aspects of academic life in a safe, fair, authentic, and personalized learning environment supported by our community.

Our students...

Are self-directed learners and accountable for their own learning outcomes.
Learn in different ways, in different settings, and at different rates, for different futures.
Are prepared for life as responsible citizens of the world.
Work collaboratively with peers and adults.

Learn best in a safe environment characterized by respect, leadership responsibility, and service.

Our community...

Is informed, engaged, and recognizes that learning is a shared responsibility between students, teachers, parents, administration, and school board or community.
Recognizes mistakes are inherent in the learning process.
Embraces our district's vision.

RLRS- Response to Intervention- High School

Purpose:

The goal of RTI for the high school students is to keep all students progressing to mastery of specific learning targets and to keep on pace toward graduation for all 8 content areas of the standards. Each content area class has identified yearly standards. Recording of mastery for each student and evidence of this is collected by the student in a portfolio, and the advisor does monitoring of the portfolio for each student.

Yearly monitoring for students:

All 9th and 10th grade students will participate in and data collected on NWEA for Reading, Writing, and Mathematics. All high school staff will review the Fall NWEA data. Students who are below grade level norms will be identified and discussion on the need for interventions will occur. Students will set growth targets in alignment to NWEA expected yearly growth. Mid-term NWEA assessments will occur for identified students. Students will also be identified for other classroom-based assessments or other standardized assessments as identified by the high school team.

Process:

The High School Team Leader will keep an on-going agenda item of “students of concern”, that will be discussed at each weekly team meeting.

Each week or sooner, all staff report at the weekly team meeting of high school staff, any students needing additional supports of academics. This may include students who are not meeting standards and need additional learning times with the teacher or students who are behind in one or more standards.

Each high school teacher will be assigned a small group of students for the daily 30 minutes of “Laker Time”. This assignment will target those students who need additional support from a teacher. Each week, the high school team will adjust this assignment to accommodate any students needing additional supports. Students who are showing strong academic progress will be expected to use this time to do make-up work, study, or do independent assignments.

Communication:

Teachers will keep electronic grade books current. Each week this will be monitored by administration. Student progress will be communicated to the student, parent, and administration. Teachers will also communicate specifically to parents at least twice per quarter to any parent of a student not keeping pace with expectations in the classroom. The team will review weekly if there is a need for additional communication and who will do so. The teacher assigned to do this will gather all progress for that student and make one phone call to the parent.

Students will collect evidence of standards mastery in a portfolio kept in their homeroom. Teachers will support the students by identifying which examples are best kept in their personal portfolio.

Students will hold student-led conferences to share progress with parents. This will be held at least once per year following student goal setting.

Interventions:

Tier 1- Classroom teachers will use a variety of strategies to support students in reaching academic goals. This may involve extending learning times, allowing re-do's, giving specific feedback for improvement, re-teaching of lessons, and modification of how mastery is demonstrated. Teachers may brainstorm with other high school team members on strategies during the team meeting times.

Tier 2- Additional learning time will be provided, either during "Laker Time", or during other free time. Students will get small group or one-to-one support for specific goals. Using either the teacher or support personnel, additional support will be occurring. Data on progress will be recorded on a student data sheet. These students will also have additional monitoring using NWEA and other standardized and classroom-based assessments.

Tier 3- Student will attend after-school study for support on specific goals. The students will be assigned to the content teacher and/or afterschool personnel. The intervention will be monitored by the teacher, team, and follows parent communication. Guidance will monitor the progress of students getting Tier 3 intervention. If progress is not made at this level, referrals for special services will be considered using data as a determining factor.

Acceleration Plan- RLRS- High School

Students, starting with the class of 2018, will move through the learning experiences for all content areas and track mastery of standards for each content area. Individual plans will be developed to accommodate accelerating students who have demonstrated proficiency in any content standards.

RLRS offers a variety of options for students showing proficiency including a variety of AP courses:

- ✍ AP World History
- ✍ AP Studio Art 2D
- ✍ AP Studio Art- Drawing
- ✍ AP English Literature and Composition
- ✍ AP English Language and Composition
- ✍ AP United States History

RLRS offers courses not offered on site from a vast variety at VHS (Virtual High School).

RLRS also offers students in grades 11, 12 work experience and hands-on learning options.

RLRS offers students early college options for course work through the University of Maine System. This has included a variety of online courses from the University of Maine at Fort Kent. Online university courses from Central Maine Community Courses and other university level courses offered through online experiences. Students wishing to take an on campus course can enroll at the University of Maine at Farmington and attend during their senior year.

Through the guidance continual monitoring process, students who have met standards will have a PLP (personal learning plan) developed collaboratively with the student, parent, and administration that address their career and educational development goals. Goals will be developed for the PLP and include accountability and evidence of learning that is to be collected.

Students at all grade levels have available to them advanced learning options provided they have demonstrated mastery of students for any content area.

Benchmarks

Maine Learning Results Guiding Principles Standards

Timeline

A. A Clear and Effective Communication

Standard A: Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes.

Summer 2015

B. A Self-Directed and Lifelong Learner

Standard B: Understands the importance of embracing and nurturing a growth mindset.

Jun-15

C. A Creative and Practical Problem Solver Who:

Standard C: Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.

Jun-15

D. A Responsible and Involved Citizen

Standard D: Understands the interdependence within and across systems and brings to each situation the appropriate actions.

Fall 2015

E. An Integrative and Informed Thinker

Standard E: Is skilled at using complex reasoning processes to make meaning.

Fall 2014