



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

Directions for submitting an extension application

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

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

Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

- Provide evidence of active participation in proficiency-based system of supports to address identified critical areas of need, build capacity and the infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and the annual benchmarks for each year for which the extension is requested that outline the steps the SAU will take to ensure that students graduating after July 1, 2020 will be awarded a diploma based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds 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.

Extension 4 was submitted on October 18, 2014, 5 pm.

Extension 5 is hereby submitted on January 23, 2015, 3 pm.

The Sanford School Department is submitting [Extension Option 5](#) based on correspondence received from the Commissioner of Education dated December 30, 2014 recommending the Sanford School Department reapply using [Extension 3](#). Following a telephone conversation with Diana Dairon on Friday, January 9, 2015, it was determined that the more appropriate extension for our district is [Extension Option 5](#).

Superintendents Region

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

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

- 3. School Administrative Unit: Sanford School Department**
- 4. High School(s): Sanford High School**
- 5. Name and title of person completing the extension request: Bernadette Flynn, Curriculum Director**
- 6. Superintendent’s name, address, phone number and email:
David Theoharides
900 Maine Street Suite 200
Sanford, Maine 04073
(207) 324-2810
dtheo@sanford.org**

Evidence of Preparedness

7. Provide evidence of active participation in a proficiency-based system of supports to address identified critical areas of need, build capacity and build infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles. Include evidence showing the impact of participation on your district’s preparedness. 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

Our journey to a proficiency-based diploma began in the fall of 2011. We started the work with support from the Reinventing Schools Coalition (RISC) and the Maine Cohort for Customized Learning (MCCL). Staff worked with RISC to understand the Student Centered Proficiency Based classroom by going through several levels of training over the next three years. Currently, our district staff is RISC trained with most completing all three levels of training; this provided a common language and a conceptual framework of proficiency based learning. In 2012, the district hired Doug Finn from RISC as our in-house consultant and educator on proficiency based learning. In addition, our staff worked with the Maine Cohort for Customized Learning in all content areas to create standards based on the Maine Learning Results and Common Core Standards. The district's involvement in the development of MCCL standards was significant with representatives at the table for every content area. Our staff struggled with the alignment of the MCCL standards and the Common Core State Standards. It was determined that the Common Core State Standards in English Language/Literacy and Mathematics would better suit our students' and district's needs.

In November of 2013, our district selected the Common Core Standards in Math and English Language/Literacy and the Sanford School Board approved these. The staff at Sanford High School selected CCSS standards required for graduation as documented in **Attachments A1, A2 and A3**. Sanford High School Math and English Departments determined how the standards would be assigned to student learning pathways. Math assigned standards by topic, i.e. Algebra and Geometry (**Attachments B1, B2 and B3**). English created foundation standards assigned to the 9th grade and then divided out standards based on reading and writing courses. Once this work was completed, teachers spent Enrichment Thursdays (90 minutes every Thursday at the high school) supported by Doug Finn to assure all standards were well known. In addition, teacher workshop days, district level early release days, and per diem work financed by the Nellie Mae Foundation were used to work toward a proficiency based system of learning. In addition, Sanford High School has six RISC trained Student Centered Proficiency Based Learning Coaches who help maintain a sustainable model to support on-going work in our district.

Sanford High School sent a team that included teachers, the high school principal, the superintendent and curriculum director to the NESSC High School Redesign in Action Conference in Norwood, MA in March of 2014. This gave Sanford a snapshot of what other districts were doing with proficiency based learning and what our district needed to do with key findings. Areas identified included grading practices, development of a common language, time to address students' needs as learners, review of effective instructional practices better aligned to proficiency based learning including the use of more summative versus formative data. As a result the following measures have been implemented: staff agreements have been drafted to improve grading practices and shared with faculty and students and forums to introduce common language to parents regarding proficiency based learning have been held at Sanford High School. An effort

to address individual student needs with intervention measures now stands at the front of issues needing remediation.

In the early spring of 2014, the Sanford School Department hired Della Hughes, a consultant from Brandeis University. Ms. Hughes worked with teachers and administrators through the Nellie Mae Education Fund's New Models for Systems Change and New Approaches in Urban Districts grantees to develop student-centered learning and systems change logic models. This work provided our district with the roadmap needed to move forward in our efforts with proficiency based education.

(Attachment C, Attachment D)

In June of 2014, after working with Scott Bacon from 3 Shapes LLC, the Sanford School Department purchased Empower, an electronic database. Scott and his company have customized and designed this program to meet the needs of the Sanford School Department in reporting a student's proficiency in meeting the standards. Empower provides parents, students and support staff with easy access to students' academic progress towards proficiency.

During the October 10, 2014 Teacher Workshop Day, teachers met in grade level silos and made final decisions about standards to be used in the six other content areas. The district has been working throughout the 2014/2015 school year to determine standards needed for graduation in those areas. It is a work in progress with updates being provided by staff on a regular basis; the most recent update completed on January 16, 2015 is attached **(Attachment 2015-1)**

We are actively engaged in addressing a proficiency-based system of supports to identify critical areas of need. We are building capacity and infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the Guiding Principles. All content areas will have standards for graduation identified by the end of the 2014/2015 school year. We will continue to work on content areas to build sustainable standards K through 12 including the development of gateways to determine proficiency across grade level bands K-2, 3-5, 6-8 and grade 12, but our staff needs more time. **(Attachment E)**

At a recent School Board meeting, a student who holds a seat on the board articulated a noticeable shift in instruction at the high school in our move towards proficiency. "We have a much clearer picture of what we are learning. Standards are posted in every classroom. We know we need to learn it and where we go once we know it. They are also telling us THIS is what you need to graduate. It can't be any clearer than that!"

Teachers, however, are overwhelmed with the shift and question themselves and their instructional practices because it is so new. Parents are happy with the specifics of standards based instruction and reporting, but wonder how this will impact class standing, college placement and tradition. Communication between the high school and

parents has improved, yet despite offering a multitude of forums, we continue to have a hard time engaging parents. We need to revisit our methods of communication to find a more effective means of keeping parents involved.

The Sanford School Department has worked diligently to get to this point. We have aligned ourselves with the RISC model, worked closely with Nellie Mae consultants and networked with other schools. We have a great deal of work ahead of us and believe our implementation plan is sound and carefully crafted to move our schools and community to proficiency-based learning.

Multi-year Implementation Plan

- 8. Provide a description of the multi-year plan to meet the goal of awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the extension is requested. 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).**

The Implementation Plan for Awarding Diplomas Based on Proficiency		
School Year	Activities/Actions	Date of Graduation
2014-15	<ul style="list-style-type: none"> • ELA and math graduation standards identified (Attachments A1, A2, A3 and Attachments B1, B2 and B3) • By June 2015 develop and implement learning activities for ELA and Math • Develop rubrics in ELA and Math • Define assessments for ELA and math • Define standards for graduation in all other content areas and Guiding Principles • Data management system in place for reporting to students and parents beginning with the Class of 2018. • SHS Math Department will share targets and syllabi with SJHS for incoming Freshmen 	Class of 2018

<p>2015-16</p>	<ul style="list-style-type: none"> • ELA and math standards for graduation identified; learning activities and assessments in place; full implementation of rubrics to assess proficiency • Graduation standards for Science and Social Studies defined • Develop and implement learning activities for Science and Social Studies • Define assessments for Science & Social Studies • Develop rubrics to assess proficiency in Science and Social Studies • Work on developing “gateway” assessments for students entering grade 9 	<p>Class of 2019</p>
<p>2016-17</p>	<ul style="list-style-type: none"> • ELA, Math, Science and Social Studies standards for graduation identified; learning activities and assessments in place • Health, P.E., and Visual and Performing Arts standards for graduation identified • Develop and implement learning activities for Health and P.E. and Visual and Performing Arts • Define assessments for Health, P.E. and Visual and Performing Arts • Develop rubrics to assess proficiency in Science and Social Studies 	<p>Class of 2020</p>
<p>2017-18</p>	<ul style="list-style-type: none"> • ELA, Math, Science, Social Studies, Health & P.E. and Visual and Performing Arts standards for graduation identified; learning activities and assessments in place. • World Languages standards for graduation identified • Career Education Development standards developed • Standards of Guiding Principles for graduation are defined • Develop and implement learning activities and assessments for World Languages and Guiding Principles 	<p>Class of 2021</p>

Criteria:

- **Multi-year 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**

School Year 2014-2015

Sanford Schools have adopted a Student Centered Proficiency Based Learning Model as we prepare a proficiency based diploma for the Class of 2018, our current freshman class.

Benchmark #1

Develop rigorous learning targets and common assessment rubrics aligned with CCSS (or MLRs) that are used to guide student learning.

- Adoption of Common Core State Standards in math and ELA
- Development of learning targets **(Attachments A1, A2, A3 and Attachments B1, B2 and B3)** in ELA and mathematics required to receive a diploma; post on Sanford School Department's website.
- Develop instructional plans in ELA and math that take into account all of the standards required for graduation.
- Choose standards for Art, Music, Health, P.E., Science, Social Studies
 - Create silos in these remaining content areas and Guiding Principles to define standards for graduation
- Adoption and setting up data management system (Empower) to monitor and track student progress
- Reporting to parents and students on progress in ELA and mathematics using a standards based report card.

Benchmark #2

Develop a plan for ensuring clear path to graduation at all stages of implementation of Student Centered Proficiency Based Learning. (Attachment F)

- Develop and communicate to all stakeholders (especially teachers and parents) a graduation system that provides a clear path to graduation for all students.
 - Conversations on-going. Agreement: Students must meet credit requirements and be proficient in all requirements of Maine Learning Results standards to graduate.
 - Initial Parent Informational Meeting with Class of 2018 students held May, 29, 2014
 - Program of Studies and the graduation requirement policy for members of the Class of 2018 have been adjusted in the content areas of ELA and mathematics. In addition:
 - Program of studies offers community-based and on-line learning opportunities.

- Multiple pathways to learning are available to students for use in their Personal Learning Plans.
- Standards-based transcript in development and to be used for first semester reporting for the Class of 2018.

Benchmark # 3

Provide a technically sound and functional data management system to support staff and students in meeting learning targets.

- Empower – data management system that provides accessibility for students, teachers and parents in place (Fall 2014).
 - Develop a standard operating procedure in 2014-15 so teachers will know the process and timeline for curriculum changes and who will input them into Empower
 - Documents proficiency in identified standards
 - Evaluates and tracks progress and outcome data for continuous improvement as Empower is implemented.
 - Empower professional development provided for classroom teachers and administrators a focus area for SY 14-15
 - Empower coaches trained to support professional development for teachers.

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

Sanford High School has many opportunities for students who are not reaching proficiency. The following list demonstrates the wide variety of options we offer students to accommodate diverse learning styles, academic strengths, social emotional needs and interests.

Virtual Learning

- Sanford High School has a Virtual Learning Coordinator who is available daily. Students who need extra help or who want to show proficiency in specific learning targets may take an online course or a specific set of online modules. The Virtual Learning Lab is open from 7:30 am until 3:30 pm.
- Students who need remediation in mathematics may use IXL, Compass Learning or other virtual learning software.
- Reading remediation is offered through the Scholastic Read 180 instructional model. This course is offered to students who are below proficiency for their grade level in reading.
- Seniors take Accuplacer tests. If the results indicate they are not college ready, they may use the My Foundations Lab program to remediate identified areas of need or enroll in a high school course.
- Students in grades 9 and 10 use Naviance software to develop personal learning plans. These plans help students understand how they learn best and to help plan for the future.

Programs

- The school has an Academic Interventions Standard Operating Procedure that teachers follow. **(Attachment G)**
- Teachers are required to stay after school two afternoons per week to help students with academic needs.
- Sanford High School offers an offsite Alternative Education Program for students who need a structured learning environment.
- The Bridge Program is a program for students whose behavior is a major obstacle to achieving proficiency.
- Sanford offers Extended Learning Opportunities (ELO's) and Service Learning Projects for students as alternate pathways to proficiency.
- The Freshman Seminar Class includes remediation time in math, English language arts, science and social studies.
- Any student who fails a core course with a grade of 60 to 69 is given a "prescription" addressing learning goals needed to become proficient. The teacher and student set up a plan for completion of academic standards.
- Sanford High School has a School Attendance Officer who tracks students with attendance issues
- Adult Education in Sanford is another option to high school students to earn proficiency in meeting the standards.
- Summer school is offered using virtual learning opportunities to meet proficiency standards.

Meetings/Conferences

- The Student Assistance Team meets each week to collaborate about students who need academic and emotional help.
- The Guidance Department and the special education director meet regularly to discuss special education students' progress. IEP or 504 meetings are scheduled to implement the supports.
- The Guidance Department monitors students' academic progress and consults with students on a regular basis.
- Freshmen are assigned to a teacher advisor (case manager) who checks weekly on their academic progress.
- Sanford High School's Parent-Student-Teacher Conferences are held twice a year during which the student's academic progress is discussed and suggestions are made collaboratively on how to remediate any academic needs.
- Freshmen Team teachers hold Early Intervention Conferences for every student at risk of falling behind.
- Progress reports and report cards are issued four times a year.
- Empower software is used to record proficiency for freshmen students in math and English Language arts.
- Informational Forums (**Attachment H**)
- The following standardized tests are administered:
 - Freshmen - RediStep test.
 - Sophomores - PSAT
 - Juniors - Smarter Balanced; SAT
 - Seniors - Accuplacer

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:**
- **Practice:**
- **Community Engagement:**
- **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 **(Attachment I)**

Curriculum Silo Work – October 10, 2014 thru June 30, 2015: During the October 10, 2014 Teacher Workshop Day, Sanford teachers in Grades 6-12 chose standards for Art, Music, Health, P.E., Science, and Social Studies. Their next step is to determine standards for graduation. In addition, they will be expected to develop formative and summative assessments and activities to support successful teaching and learning in a proficiency-based system.

EMPOWER – September 2, 2014 thru June 19, 2015: The purchase of student licenses for the web-based tracking and management system that teachers use to report on student progress in meeting standards is a district-wide initiative with all grade levels participating. Teachers will be utilizing Empower to support proficiency-based grading and reporting.

Data Management Staff Support – August 28, 2014 thru June 19, 2015: Ten teachers will provide support throughout the district for the first year of Empower implementation. They will train, develop 'how-to' guides for data management and be 'on call' to teachers who need immediate assistance.

Student Centered Proficiency Based Learning Coaches - August 28, 2014 thru June 19, 2015: Eight teachers at Sanford High School provide instruction and support in student centered learning practices as we transition from a traditional delivery system to a student centered proficiency based learning model.

Professional Development Opportunities – July 2014 thru June 2015:

- Collaboratively develop the conceptual framework of proficiency based learning
- Engage faculty and staff on the student centered, proficiency based learning model
- Engage faculty and staff on student-centered, proficiency-based curriculum, design and instruction
- Provide explicit instruction on how to teach the Guiding Principles and Common Core State Standards
- Provide professional texts for book studies, apps for iPads and other pertinent materials
- Substitute teaching staff, travel costs, etc.
- Site visits and associated fees

- Consultant fees and associated fees

Community Engagement Opportunities – May 2014 thru June 2015

- Create opportunities for students, parents and community members to engage in learning about student-centered proficiency-based learning model

School Board Vote and Approval of the Extension Request

12. Provide the agenda and minutes from your SAU school board meeting reflecting a formal board vote and approval of the extension request. Reference the page numbers that specifically address the board vote and approval of the extension request option.

NOTE: This will be addressed at the Sanford School Committee's next regularly scheduled meeting on Monday, January 26, 2015. The agenda for this meeting is attached (Attachment 2015-2**). Documentation supporting the School Committee's endorsement of this application will be forthcoming, as will a properly signed (Superintendent, School Committee Chair) copy of the Option 5 Authorization Page.**

Option 5 Authorization Page

Annually the SAU will host a site review from the Maine DOE. During the annual site visit which must precede June 1, your SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- classroom visits
- evidence of progress toward quarterly benchmarks for the year
- goals and quarterly 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
- 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.

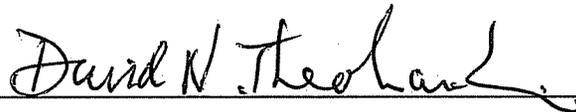
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;

B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

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

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



Superintendent of Schools

2-4-15

Date



Chair of School Board

2/4/15

Date

ELA STANDARDS - READING FOCUSED COURSES 10-12	
Common Core Standards	Corresponding "I Can" statements
READING STANDARDS FOR LITERATURE	
Key Ideas and Details	
<p>#1 CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> • I can locate and summarize strong and thorough evidence in the text to support my analysis of what the text says. [RL.11-CCR.1] • I can distinguish between what the text explicitly states versus what the text suggests implicitly. [RL.11-CCR.1] • I can draw conclusions based on what the text suggests implicitly. [RL.11-CCR.1] • I can determine where the text leaves matters uncertain or is ambiguous. [RL.11-CCR.1]
<p>#2 CCSS.ELA-LITERACY.RL.11-12.2 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.</p>	<ul style="list-style-type: none"> • I can determine multiple central ideas of a text and describe how each section develops each idea central idea. [RL.11-CCR.2] • I can analyze how central ideas of a text are shaped, refined, and complicated by specific details. [RL.11-CCR.2] • I can summarize what the text says without including my own opinion about the subject matter. [RL.11-CCR.2]
<p>#3 CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<ul style="list-style-type: none"> • I can identify complex characters in a text and explain how their multiple or conflicting motivations contribute to their complexity. [RL.9-10.3] • I can trace how complex characters develop over the course of a text. [RL.9-10.3] • I can analyze how complex characters interact with other characters over the course of a text. [RL.9-10.3] • I can describe how complex characters advance the plot or develop the theme. [RL.9-10.3]
<p>Craft and Structure:</p> <p>#5 CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<ul style="list-style-type: none"> • I can determine the meanings of words and phrases as they are used in a text. [RL.9-10.4] • I can distinguish between the figurative and connotative meanings of words as they are used in a text. [RL.9-10.4] • I can analyze and understand how an author's specific word choice affects the meaning and tone of a text. [RL.9-10.4]

<p>#7 CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<ul style="list-style-type: none"> • I can understand and describe how an author has chosen to structure a text and order events within it. [RL.9-10.5] • I can analyze how the the author’s choices to structure a text and manipulate time can create mystery, tension, or suprise for the reader. [RL.9-10.5]
<p>Integration of Knowledge and Ideas #11 CCSS.ELA-LITERACY.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p>	<ul style="list-style-type: none"> • I can compare and contrast how a subject or key scene of a text is represented in two different artistic mediums. [RL.9-10.7] • I can analyze how the representation of a subject or key scene in two different artistic mediums shapes the overall effect of a subject or a scene [RL.9-10.7]
<p>Range of Reading and Level of Text Complexity: #12 CCSS.ELA-LITERACY.RL.11-12.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> • I can distinguish between portions of a text that I understand versus portions that I don’t understand. [RL.11-CCR.10] • I can use various reading and note-taking strategies that will help me locate portions of a text that are difficult for me. [RL.11-CCR.10] • I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. [RL.11-CCR.10] • I can seek out additional resources to help me understand complicated texts. [RL.11-CCR.10]

WRITING STANDARDS

<p>Text Types and Purposes #13 CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> • I can write informational/explanatory texts that examine and convey complex ideas, concepts, and other information. [W.11-CCR.2]
<p><u>CCSS.ELA-LITERACY.W.11-12.2.A</u> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<ul style="list-style-type: none"> • I can select, organize, and analyze ideas, concepts, and processes accurately and clearly. [W.11-CCR.2] • I can introduce a topic effectively. • I can incorporate formatting, graphics, and multimedia into my informational/explanatory texts. [W.11-CCR.2]
<p><u>CCSS.ELA-LITERACY.W.11-12.2.B</u> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<ul style="list-style-type: none"> • I can introduce a topic effectively and develop it thoroughly with the most significant and relevant facts, extended definitions, concrete details, quotations, and examples appropriate for my audience's knowledge of the topic. [W.11-CCR.2]
<p><u>CCSS.ELA-LITERACY.W.11-12.2.C</u> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<ul style="list-style-type: none"> • I can create and maintain flow using varied transitional language and syntax to link the major sections of the text, create cohesion, and clarify the relationships between complex ideas and concepts. [W.11-CCR.2]
<p><u>CCSS.ELA-LITERACY.W.11-12.2.D</u> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<ul style="list-style-type: none"> • I can use domain-specific vocabulary and technical language along with techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-CCR.2]
<p><u>CCSS.ELA-LITERACY.W.11-12.2.E</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<ul style="list-style-type: none"> • I can maintain a formal style and objective tone appropriate for the task and audience. [W.11-CCR.2] • I can attend to the proper conventions of the discipline in which I'm writing. [W.11-CCR.2]
<p><u>CCSS.ELA-LITERACY.W.11-12.2.F</u> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> • I can provide a concluding statement or section that supports and further strengthens the piece by articulating implications or the significance of the topic. [W.11-CCR.2]
<p><u>CCSS.ELA-LITERACY.W.11-12.3.A</u> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<ul style="list-style-type: none"> • I can engage and orient a reader by establishing a problem, situation, or observation. [W.11-CCR.3] • I can establish one or more points of view and introduce a narrator and/or other characters. [W.11-CCR.3]

<p>CCSS.ELA-LITERACY.W.11-12.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<ul style="list-style-type: none"> I can employ narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-CCR.3]
<p>CCSS.ELA-LITERACY.W.11-12.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>	<ul style="list-style-type: none"> I can use a variety of techniques such as flashback, rising action, frame, and time shift to sequence events so that they build on one another to create a coherent whole. [W.11-CCR.3] I can create a sense of mystery, suspense, growth, or resolution in my narrative writing. [W.11-CCR.3]
<p>CCSS.ELA-LITERACY.W.11-12.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<ul style="list-style-type: none"> I can use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-CCR.3]
<p>CCSS.ELA-LITERACY.W.11-12.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>I can provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-CCR.3]</p>
<p>Production and Distribution of Writing: #14 CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> I can understand my task, purpose, and audience when I write. [W.11-CCR.4] I can match the development, organization, and style of my writing to my task, audience, and purpose. [W.11-CCR.4]
<p>#15 CCSS.ELA-LITERACY.W.11-12.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)</p>	<ul style="list-style-type: none"> I can understand writing as a process of planning, revising, editing, and rewriting. [W.11-CCR.5] I can develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. [W.11-CCR.5]
<p>#16 CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> I can use technology, including the internet, to produce, publish, and update individual or shared writing products. [W.11-CCR.6] I can use technology, including the internet, to receive ongoing feedback on my writing and use this feedback when planning, revising, editing, and rewriting drafts of writing. [W.11-CCR.6] I can collaborate with others using technology, including the internet, when planning, revising, editing, and rewriting drafts of writing. [W.11-CCR.6]

<p>Research to Build and Present Knowledge: #17 CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> • I can conduct short as well as more sustained research projects to answer a question I have or one that is assigned to me. [W.11-CCR.7] • I can conduct short as well as more sustained research projects to solve a problem. [W.11-CCR.7] • I can adjust my search process according to the information I encounter during my research. [W.11-CCR.7]
<p>#18 CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<ul style="list-style-type: none"> • I can gather relevant information from multiple authoritative print and digital sources, using advanced search tools effectively. [W.11-CCR.8] • I can synthesize multiple sources on a subject and demonstrate an understanding of the subject under investigation. [W.11-CCR.8] • I can assess the strengths and weaknesses of each source in answering a research question. [W.11-CCR.8] • I can integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, overreliance on any one source, and following a standard format for citation. [W.11-CCR.8]
<p>#19 CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> • I can draw evidence from literary and informational texts to support my analysis, reflection, and research. • I can apply the analytical and reflective skills I use when I read to my writing. [W.11-CCR.9]
<p>Range of Writing: #20 CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • I can design a work plan to appropriately match the task, purpose, and audience for a piece of writing. [W.11-CCR.10] • I can design a work plan that incorporates research, reflection, and revision. [W.11-CCR.10] • I can write routinely over shorter time frames for a range of tasks, purposes, and audiences. [W.11-CCR.10] • I can write routinely over extended time frames for a range of tasks, purposes, and audiences. [W.11-CCR.10] • I can manage a long-term research project that incorporates research, reflection, and revision. [W.11-CCR.10] • I can synthesize research gathered over shorter time frames into a long-term research project. [W.11-CCR.10]

SPEAKING AND LISTENING

<p>Comprehension and Collaboration: #21 CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> • I can effectively participate in one-on-one, group, and teacher-led discussions. [SL.9-10.1] • I can articulate my own ideas clearly and persuasively in a discussion. [SL.9-10.1] • I can draw from and build on the ideas of others in a discussion. [SL.9-10.1]
<p>CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<ul style="list-style-type: none"> • I can prepare for discussions by reading and researching class materials beforehand. [SL.9-10.1] • I can refer to evidence from texts and other research I have brought to the discussion. [SL.9-10.1]
<p>CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<ul style="list-style-type: none"> • I can collaborate with peers to set guidelines for class discussions. [SL.9-10.1] • I can participate in friendly discussions and decision-making activities. [SL.9-10.1] • I can establish goals and roles for group members and adhere to the role assigned to me. [SL.9-10.1]
<p>CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<ul style="list-style-type: none"> • I can propel conversations by posing and responding to questions that connect to broader ideas. [SL.9-10.1] • I can clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity. [SL.9-10.1]
<p>CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> • I can respect and promote diverse perspectives in a discussion or collaborative activity. [SL.9-10.1] • I can encourage others to participate in a discussion or collaborative activity. [SL.9-10.1] • I can summarize where others agree and disagree with my ideas and perspectives. [SL.9-10.1]
<p>#24 CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> • I can engage my audience by incorporating digital media into my presentations smoothly and naturally. [SL.11-CCR.5] • I can enhance my audience's understanding of my findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements. [SL.11-CCR.5]

#25 [CCSS.ELA-LITERACY.SL.11-12.6](#)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 [here](#) for specific expectations.)

- I can adapt my speech to a variety of contexts and tasks depending on my purpose and audience. [SL.11-CCR.6]
- I can demonstrate a command of formal English when necessary. [SL.11-CCR.6]

LANGUAGE STANDARDS

Conventions of Standard English:**#26** [CCSS.ELA-LITERACY.L.9-10.1](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-LITERACY.L.9-10.1.A](#)

Use parallel structure.*

- I can define and correctly use parallel structure when writing or speaking. [L.9-10.1]

[CCSS.ELA-LITERACY.L.9-10.1.B](#)

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- I can correctly use the following types of phrases: noun phrase, verb phrase, adjectival phrase, adverbial phrase, participial phrase, prepositional phrase, and absolute phrase. [L.9-10.1]
- I can correctly use the following types of clauses: independent clause, dependent clause, noun clause, relative clause, and adverbial clause. [L.9-10.1]

#28 [CCSS.ELA-LITERACY.L.11-12.2](#)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]

KNOWLEDGE OF LANGUAGE	
<p>Knowledge of Language: #29 CCSS.ELA-LITERACY.L.11-12.3 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.</p>	<ul style="list-style-type: none"> • I can apply what I know about language to understand how language functions in different contexts, and can provide examples. [L.11-12.3] • I can apply what I know about language to make effective choices in the language I use to shape the meaning and style. [L.11-12.3] • I can apply what I know about language to comprehend more fully when reading or listening. [L.11-12.3]
<p>CCSS.ELA-LITERACY.L.11-12.3.A Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<ul style="list-style-type: none"> • I can vary my syntax for effect, consulting reference guides if necessary. [L.11-12.3] • I can apply what I know about syntax when reading and studying complex print texts. [L.11-12.3]

VOCABULARY ACQUISITION AND USE	
#30 CCSS.ELA-LITERACY.L.9-10.4	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.	<ul style="list-style-type: none"> I can determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. [L.9-10.4]
CCSS.ELA-LITERACY.L.9-10.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I can determine the meaning of a word or phrase from context clues such as the overall meaning of a sentence, paragraph, or text, or a word's position or function in a sentence. [L.9-10.4]
CCSS.ELA-LITERACY.L.9-10.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).	<ul style="list-style-type: none"> I can identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). [L.9-10.4]
CCSS.ELA-LITERACY.L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	<ul style="list-style-type: none"> I can consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4]
CCSS.ELA-LITERACY.L.9-10.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<ul style="list-style-type: none"> I can verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. [L.9-10.4]
#32 CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<ul style="list-style-type: none"> I can define euphemism and oxymoron and identify them in a text. [L.9-10.4]
CCSS.ELA-LITERACY.L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	<ul style="list-style-type: none"> I can understand figures of speech in context and analyze their role in a text. [L.9-10.4]
CCSS.ELA-LITERACY.L.9-10.5.B Analyze nuances in the meaning of words with similar denotations.	<ul style="list-style-type: none"> I can distinguish between words with similar denotations. [L.9-10.4] I can analyze nuances in the meaning of words with similar denotations. [L.9-10.4]
#34 CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> I can accurately use and understand academic and domain-specific words and phrases appropriate for college and career readiness in my reading, writing, speaking, and listening. [L.11-12.6] I can independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.11-12.6]

ELA STANDARDS - WRITING FOCUSED COURSES 10-12	
Common Core Standards	Corresponding "I Can" statements
READING STANDARDS FOR INFORMATIONAL TEXTS	
<p>Key Ideas and Details CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> • I can locate and summarize evidence in the text to support my analysis of what the text says. [RL.11-CCR.2] • I can distinguish between what the text explicitly states versus what the text suggests implicitly. [RL.11-CCR.2] • I can draw conclusions based on what the text suggests implicitly. [RL.11-CCR.2] • I can determine where the text leaves matters uncertain or is ambiguous. [RL.11-CCR.1]
<p>CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> • I can determine the central idea of a text and describe how each section contributes to the central idea. [RI.9-10.2] • I can analyze how the central idea of a text is shaped and refined by specific details. [RI.9-10.2] • I can summarize what the text says without including my own opinion about the subject matter. [RI.9-10.2]
<p>CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<ul style="list-style-type: none"> • I can describe how the author unfolds an analysis or series of ideas or events, including the order in which the points are made. [RI.9-10.3] • I can analyze how the author introduces and develops each point, and how this contributes to the overall purpose of the text. [RI.9-10.3] • I can analyze the connections the author draws between each point, and how these contribute to the overall purpose of the text. [RI.9-10.3]
<p>Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<ul style="list-style-type: none"> • I can determine the meanings of words and phrases as they are used in a text. [RI.9-10.4] • I can distinguish between the figurative and connotative meanings of words as they are used in a text. [RI.9-10.4] • I can analyze and understand how an author's specific word choice affects the meaning and tone of a text. [RI.9-10.4]

<p>CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<ul style="list-style-type: none"> • I can determine the meanings of words and phrases as they are used in a text. [RI.11-CCR.4] • I can distinguish between the figurative and connotative meanings of words as they are used in a text. [RI.11-CCR.4] • I can analyze and understand how an author uses and refines the meaning of a key term or terms over the course of a text. [RI.11-CCR.4]
<p>CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<ul style="list-style-type: none"> • I can understand and describe how an author has chosen to structure a text and order ideas or claims within it. [RI.9-10.5] • I can analyze how the structure of a text and order ideas or claims within it affect the overall purpose of the text. [RI.9-10.5]
<p>CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<ul style="list-style-type: none"> • I can determine the author's overall purpose and analyze how an author uses rhetorical strategies to advance that purpose. [RI.9-10.6]
<p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<ul style="list-style-type: none"> • I can synthesize multiple sources of information presented in different media or formats. [RI.11-CCR.7] • I can analyze and evaluate print and non-print elements of a text. [RI.11-CCR.7]
<p>Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.RI.11-12.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> • I can distinguish between portions of a text that I understand versus portions that I don't understand. [RI.11-CCR.10] • I can use various reading and note-taking strategies that will help me locate portions of a text that are difficult for me. [RI.11-CCR.10] • I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. [RI.11-CCR.10] • I can seek out additional resources to help me understand complicated texts. [RI.11-CCR.10]

WRITING STANDARDS

<p>Text Types and Purposes: CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> • I can write arguments where I make knowledgeable claims based on my analysis of a substantive topic or text. [W.11-CCR.1] • I can write arguments using valid reasoning and relevant and sufficient evidence. [W.11-CCR.1]
<p>CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>	<ul style="list-style-type: none"> • I can introduce claims and evidence and establish clear relationships among them, including how each connects and supports the central argument. [W.11-CCR.1]
<p>CCSS.ELA-LITERACY.W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	<ul style="list-style-type: none"> • I can develop claims fairly, supplying evidence in a way that accurately reflects my audience's knowledge level, concerns, values, and possible biases. [W.11-CCR.1] • I can address and develop counterclaims fairly, pointing out the strengths and, ultimately, limitations of them to strengthen my central argument. [W.11-CCR.1]
<p>CCSS.ELA-LITERACY.W.11-12.1.C 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.</p>	<ul style="list-style-type: none"> • I can create and maintain flow in my arguments using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims, evidence, reasons, and counterclaims. [W.11-CCR.1]
<p>CCSS.ELA-LITERACY.W.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<ul style="list-style-type: none"> • I can maintain a formal style and objective tone appropriate for the task and audience. [W.11-CCR.1] • I can attend to the proper conventions of the discipline in which I'm writing, including incorporating and citing evidence and sources appropriate to the specific discipline. [W.11-CCR.1]
<p>CCSS.ELA-LITERACY.W.11-12.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> • I can provide a concluding statement or section that supports and further strengthens the argument because I addressed both claims and counterclaims prior to the conclusion. [W.11-CCR.1]
<p>CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> • I can write narratives to develop real or imagined experiences or events. [W.11-CCR.3] • I can employ narrative techniques, provide well-chosen details, and structure event sequences effectively. [W.11-CCR.3]

<p><u>CCSS.ELA-LITERACY.W.11-12.3.A</u> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<ul style="list-style-type: none"> • I can engage and orient a reader by establishing a problem, situation, or observation. [W.11-CCR.3] • I can establish one or more points of view and introduce a narrator and/or other characters. [W.11-CCR.3]
<p><u>CCSS.ELA-LITERACY.W.11-12.3.B</u> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<ul style="list-style-type: none"> • I can employ narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-CCR.3]
<p><u>CCSS.ELA-LITERACY.W.11-12.3.C</u> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>	<ul style="list-style-type: none"> • I can use a variety of techniques such as flashback, rising action, frame, and time shift to sequence events so that they build on one another to create a coherent whole. [W.11-CCR.3] • I can create a sense of mystery, suspense, growth, or resolution in my narrative writing. [W.11-CCR.3]
<p><u>CCSS.ELA-LITERACY.W.11-12.3.D</u> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<ul style="list-style-type: none"> • I can use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-CCR.3]
<p><u>CCSS.ELA-LITERACY.W.11-12.3.E</u> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>I can provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-CCR.3]</p>
<p>Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> • I can understand my task, purpose, and audience when I write. [W.11-CCR.4] • I can match the development, organization, and style of my writing to my task, audience, and purpose. [W.11-CCR.4]
<p><u>CCSS.ELA-LITERACY.W.11-12.5</u> 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)</p>	<ul style="list-style-type: none"> • I can understand writing as a process of planning, revising, editing, and rewriting. [W.11-CCR.5] • I can develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. [W.11-CCR.5]

<p><u>CCSS.ELA-LITERACY.W.11-12.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> • I can use technology, including the internet, to produce, publish, and update individual or shared writing products. [W.11-CCR.6] • I can use technology, including the internet, to receive ongoing feedback on my writing and use this feedback when planning, revising, editing, and rewriting drafts of writing. [W.11-CCR.6] • I can collaborate with others using technology, including the internet, when planning, revising, editing, and rewriting drafts of writing. [W.11-CCR.6]
<p>Research to Build and Present Knowledge: <u>CCSS.ELA-LITERACY.W.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> • I can conduct short as well as more sustained research projects to answer a question I have or one that is assigned to me. [W.11-CCR.7] • I can conduct short as well as more sustained research projects to solve a problem. [W.11-CCR.7] • I can adjust my search process according to the information I encounter during my research. [W.11-CCR.7]
<p><u>CCSS.ELA-LITERACY.W.11-12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<ul style="list-style-type: none"> • I can gather relevant information from multiple authoritative print and digital sources, using advanced search tools effectively. [W.11-CCR.8] • I can synthesize multiple sources on a subject and demonstrate an understanding of the subject under investigation. [W.11-CCR.8] • I can assess the strengths and weaknesses of each source in answering a research question. [W.11-CCR.8] • I can integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, overreliance on any one source, and following a standard format for citation. [W.11-CCR.8]
<p><u>CCSS.ELA-LITERACY.W.11-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> • I can draw evidence from literary and informational texts to support my analysis, reflection, and research.

Range of Writing:[CCSS.ELA-LITERACY.W.11-12.10](#)

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

- I can design a work plan to appropriately match the task, purpose, and audience for a piece of writing. [W.11-CCR.10]
- I can design a work plan that incorporates research, reflection, and revision. [W.11-CCR.10]
- I can write routinely over shorter time frames for a range of tasks, purposes, and audiences. [W.11-CCR.10]
- I can write routinely over extended time frames for a range of tasks, purposes, and audiences. [W.11-CCR.10]
- I can manage a long-term research project that incorporates research, reflection, and revision. [W.11-CCR.10]
- I can synthesize research gathered over shorter time frames into a long-term research project. [W.11-CCR.10]

SPEAKING AND LISTENING

<p>Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> • I can effectively participate in one-on-one, group, and teacher-led discussions. [SL.9-10.1] • I can articulate my own ideas clearly and persuasively in a discussion. [SL.9-10.1] • I can draw from and build on the ideas of others in a discussion. [SL.9-10.1]
<p>CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<ul style="list-style-type: none"> • I can prepare for discussions by reading and researching class materials beforehand. [SL.9-10.1] • I can refer to evidence from texts and other research I have brought to the discussion. [SL.9-10.1]
<p>CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<ul style="list-style-type: none"> • I can collaborate with peers to set guidelines for class discussions. [SL.9-10.1] • I can participate in friendly discussions and decision-making activities. [SL.9-10.1] • I can establish goals and roles for group members and adhere to the role assigned to me. [SL.9-10.1]
<p>CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<ul style="list-style-type: none"> • I can propel conversations by posing and responding to questions that connect to broader ideas. [SL.9-10.1] • I can clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity. [SL.9-10.1]
<p>CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> • I can respect and promote diverse perspectives in a discussion or collaborative activity. [SL.9-10.1] • I can encourage others to participate in a discussion or collaborative activity. [SL.9-10.1] • I can summarize where others agree and disagree with my ideas and perspectives. [SL.9-10.1]
<p>CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> • I can actively listen and observe when multiple sources of information are presented to me in diverse formats and media. [SL.11-CCR.2] • I can integrate multiple sources of information presented in diverse formats and media. [SL.11-CCR.2] • I can make informed decisions and solve problems based on information presented to me. [SL.11-CCR.2] • I can evaluate the credibility and accuracy of multiple sources presented to me and note any discrepancies among the data. [SL.11-CCR.2]

<p>Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<ul style="list-style-type: none"> • I can formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective. [SL.11-CCR.4] • I can present information, findings, and evidence that convey my perspective on a topic or issue. [SL.11-CCR.4] • I can engage listeners so that they follow my line of reasoning and understand any possible counterarguments or differing perspectives on a topic or issue. [SL.11-CCR.4] • I can organize, develop, and produce a presentation in a style appropriate to my purpose and audience. [SL.11-CCR.4] • I can create presentations that include formal and informal elements depending on my purpose and audience. [SL.11-CCR.4]
<p>CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> • I can engage my audience by incorporating digital media into my presentations smoothly and naturally. [SL.11-CCR.5] • I can enhance my audience’s understanding of my findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements. [SL.11-CCR.5]
<p>CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> • I can adapt my speech to a variety of contexts and tasks depending on my purpose and audience. [SL.11-CCR.6] • I can demonstrate a command of formal English when necessary. [SL.11-CCR.6]

LANGUAGE STANDARDS	
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Conventions of Standard English: CCSS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CCSS.ELA-LITERACY.L.9-10.1.A Use parallel structure.*	<ul style="list-style-type: none"> • I can use parallel structure.
CCSS.ELA-LITERACY.L.9-10.1.B Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<ul style="list-style-type: none"> • I can correctly use the following types of phrases: noun phrase, verb phrase, adjectival phrase, adverbial phrase, participial phrase, prepositional phrase, and absolute phrase. [L.9-10.1] • I can correctly use the following types of clauses: independent clause, dependent clause, noun clause, relative clause, and adverbial clause. [L.9-10.1]
CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> • I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]

KNOWLEDGE OF LANGUAGE	
<p>Knowledge of Language: CCSS.ELA-LITERACY.L.11-12.3 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.</p>	<ul style="list-style-type: none"> • I can apply what I know about language to understand how language functions in different contexts, and can provide examples. [L.11-12.3] • I can apply what I know about language to make effective choices in the language I use to shape the meaning and style. [L.11-12.3] • I can apply what I know about language to comprehend more fully when reading or listening. [L.11-12.3]
<p>CCSS.ELA-LITERACY.L.11-12.3.A Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<ul style="list-style-type: none"> • I can vary my syntax for effect, consulting reference guides if necessary. [L.11-12.3] • I can apply what I know about syntax when reading and studying complex print texts. [L.11-12.3]

VOCABULARY ACQUISITION AND USE

<p>CCSS.ELA-LITERACY.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p>	<ul style="list-style-type: none"> I can determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. [L.11-12.4]
<p>CCSS.ELA-LITERACY.L.9-10.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>I can determine the meaning of a word or phrase from context clues such as the overall meaning of a sentence, paragraph, or text, or a word's position or function in a sentence. [L.9-10.4]</p>
<p>CCSS.ELA-LITERACY.L.9-10.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>	<ul style="list-style-type: none"> I can identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). [L.9-10.4]
<p>CCSS.ELA-LITERACY.L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<ul style="list-style-type: none"> I can consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4]
<p>CCSS.ELA-LITERACY.L.9-10.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> I can verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. [L.9-10.4]
<p>CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> I can define euphemism and oxymoron and identify them in a text. [L.9-10.4]
<p>CCSS.ELA-LITERACY.L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<ul style="list-style-type: none"> I can understand figures of speech in context and analyze their role in a text. [L.9-10.4]
<p>CCSS.ELA-LITERACY.L.9-10.5.B Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> I can distinguish between the meanings of words with similar denotations. [L.9-10..5] I can analyze the nuances in the meaning of words with similar denotations. [L.9-10..5]
<p>CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> I can accurately use and understand academic and domain-specific words and phrases appropriate for college and career readiness in my reading, writing, speaking, and listening. [L.11-12.6] I can independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.11-12.6]

ELA STANDARDS – 9th Grade

Common Core Standards	Corresponding “I Can” statements
READING STANDARDS FOR LITERATURE	
<p>Key Ideas and Details CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> • I can locate and summarize evidence in the text to support my analysis of what the text says. [RL.9-10.1] • I can distinguish between what the text explicitly states versus what the text suggests implicitly. [RL.9-10.1] • I can draw conclusions based on what the text suggests implicitly. [RL.9-10.1]
<p>CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> • I can determine the central idea of a text and describe how each section contributes to the central idea. [RI.9-10.2] • I can analyze how the central idea of a text is shaped and refined by specific details. [RI.9-10.2] • I can summarize what the text says without including my own opinion about the subject matter. [RI.9-10.2]
<p>Integration of Knowledge and Ideas CCSS.ELA-LITERACY.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<ul style="list-style-type: none"> • I can analyze multiple interpretations of a story, drama, or poem. [RL.11-CCR.7] • I can evaluate how each interpretation of a story, drama, or poem treats the source text. [RL.11-CCR.7]
<p>CCSS.ELA-LITERACY.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<ul style="list-style-type: none"> • I can recognize when an author draws on source material (such as a theme or topic) from another text. [RL.9-10.9] • I can analyze how an author draws on and transforms source material (such as a theme or topic) from another text. [RL.9-10.9]
<p>CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<ul style="list-style-type: none"> • I can analyze how several foundational works of American literature address a similar theme or topic. [RL.11-CCR.9] • I can analyze how several foundational works of American literature from the same time period address a similar theme or topic. [RL.11-CCR.9] • I can analyze how foundational works of American literature reflect or reject the values commonly associated with the time period in which they were created. [RL.11-CCR.9]

<p>Range of Reading and Level of Text Complexity CCSS.ELA-LITERACY.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> • I can distinguish between portions of a text that I understand versus portions that I don't understand. [RL.9-10.10] • I can use various reading and note-taking strategies that will help me locate portions of a text that are difficult for me. [RL.9-10.10] • I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. [RL.9-10.10]
READING STANDARDS FOR INFORMATIONAL TEXTS	
<p>Key Ideas and Details CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> • I can locate and summarize evidence in the text to support my analysis of what the text says. [RI.9-10.1] • I can distinguish between what the text explicitly states versus what the text suggests implicitly. [RI.9-10.1] • I can draw conclusions based on what the text suggests implicitly. [RI.9-10.1]
<p>CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> • I can determine the central idea of a text and describe how each section contributes to the central idea. [RI.9-10.2] • I can analyze how the central idea of a text is shaped and refined by specific details. [RI.9-10.2] • I can summarize what the text says without including my own opinion about the subject matter. [RI.9-10.2]
<p>Integration of Knowledge and Ideas CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<ul style="list-style-type: none"> • I can compare and contrast how various accounts of a subject are told in two different mediums. [RI.9-10.7] • I can analyze how the details emphasized in each account of a subject told in different mediums affect the overall message. [RI.9-10.7]
<p>Range of Reading and Level of Text Complexity CCSS.ELA-LITERACY.RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> • I can distinguish between portions of a text that I understand versus portions that I don't understand. [RI.9-10.10] • I can use various reading and note-taking strategies that will help me locate portions of a text that are difficult for me. [RI.9-10.10] • I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. [RI.9-10.10]
WRITING STANDARDS	

<p>Text Types and Purposes: CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> • I can write arguments where I make claims based on my analysis of a substantive topic or text. [W.9-10.1] • I can write arguments using valid reasoning and sufficient evidence. [W.9-10.1]
<p>CCSS.ELA-LITERACY.W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>	<ul style="list-style-type: none"> • I can introduce claims and evidence and establish clear relationships among them, including how each connects and supports the central argument. [W.9-10.1]
<p>CCSS.ELA-LITERACY.W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>	<ul style="list-style-type: none"> • I can develop claims fairly, supplying evidence in a way that accurately reflects my audience's knowledge of the topic or text and concerns. [W.9-10.1] • I can address and develop counterclaims fairly, pointing out the strengths and, ultimately, limitations of them to strengthen my central argument. [W.9-10.1]
<p>CCSS.ELA-LITERACY.W.9-10.1.C Use words, phrases, and clauses 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.</p>	<ul style="list-style-type: none"> • I can create and maintain flow in my arguments using words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims, evidence, reasons, and counterclaims. [W.9-10.1]
<p>CCSS.ELA-LITERACY.W.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<ul style="list-style-type: none"> • I can maintain a formal style and objective tone appropriate for the task and audience. [W.9-10.1] • I can attend to the proper conventions of the discipline in which I'm writing, including incorporating and citing evidence and sources appropriate to the specific discipline. [W.9-10.1]
<p>CCSS.ELA-LITERACY.W.9-10.1.E Provide a concluding statement or section that follows from and supports the argument presented</p>	<ul style="list-style-type: none"> • I can provide a concluding statement or section that supports and further strengthens the argument because I addressed both claims and counterclaims prior to the conclusion. [W.9-10.1]
<p>CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> • I can write informational/explanatory texts that examine and convey complex ideas, concepts, and other information. [W.9-10.2]

<p><u>CCSS.ELA-LITERACY.W.9-10.2.A</u> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<ul style="list-style-type: none"> • I can select, organize, and analyze ideas, concepts, and processes accurately and clearly. [W.9-10.2] • I can introduce a topic effectively and develop it with relevant and sufficient facts, extended definitions, concrete details, quotations, and examples appropriate for my audience’s knowledge of the topic. [W.9-10.2] • I can incorporate formatting, graphics, and multimedia into my informational/explanatory texts. [W.9-10.2]
<p><u>CCSS.ELA-LITERACY.W.9-10.2.B</u> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<ul style="list-style-type: none"> • I can organize complex ideas, concepts, and information, making connections and distinctions to clarify their meaning. [W.9-10.2]
<p><u>CCSS.ELA-LITERACY.W.9-10.2.C</u> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<ul style="list-style-type: none"> • I can create and maintain flow using varied transitional language to link the major sections of the text, create cohesion, and clarify the relationships between complex ideas and concepts. [W.9-10.2]
<p><u>CCSS.ELA-LITERACY.W.9-10.2.D</u> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<ul style="list-style-type: none"> • I can use domain-specific vocabulary and technical language to capture the complexity of the topic. [W.9-10.2]
<p><u>CCSS.ELA-LITERACY.W.9-10.2.E</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<ul style="list-style-type: none"> • I can maintain a formal style and objective tone appropriate for the task and audience. [W.9-10.2] • I can attend to the proper conventions of the discipline in which I’m writing, including incorporating and citing evidence and sources appropriate to the specific discipline. [W.9-10.2]
<p><u>CCSS.ELA-LITERACY.W.9-10.2.F</u> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> • I can provide a concluding statement or section that supports and further strengthens the piece by articulating implications or the significance of the topic. [W.9-10.2]
<p><u>CCSS.ELA-LITERACY.W.9-10.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> • I can write narratives to develop real or imagined experiences or events. [W.9-10.3] • I can employ narrative techniques, provide well-chosen details, and structure event sequences effectively. (W.9-10.3)
<p><u>CCSS.ELA-LITERACY.W.9-10.3.A</u> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<ul style="list-style-type: none"> • I can engage and orient a reader by establishing a problem, situation, or observation. [W.9-10.3] • I can establish one or more points of view and introduce a narrator and/or other characters. [W.9-10.3]

<p>CCSS.ELA-LITERACY.W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<ul style="list-style-type: none"> • I can employ narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3]
<p>CCSS.ELA-LITERACY.W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<ul style="list-style-type: none"> • I can use a variety of techniques such as flashback, rising action, frame, and time shift to sequence events so that they build on one another to create a coherent whole. [W.9-10.3]
<p>CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<ul style="list-style-type: none"> • I can use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.9-10.3]
<p>CCSS.ELA-LITERACY.W.9-10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ul style="list-style-type: none"> • I can provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3]
<p>Production and Distribution of Writing: CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> • I can understand my task, purpose, and audience when I write. [W.9-10.4] • I can match the development, organization, and style of my writing to my task, audience, and purpose. [W.9-10.4]
<p>CCSS.ELA-LITERACY.W.9-10.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)</p>	<ul style="list-style-type: none"> • I can understand writing as a process of planning, revising, editing, and rewriting. [W.9-10.5] • I can develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. [W.9-10.5]
<p>CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"> • I can use technology, including the internet, to produce, publish, and update individual or shared writing products. [W.9-10.6] • I can collaborate with others using technology, including the internet when planning, revising, editing, and rewriting drafts of writing. [W.9-10.6]
<p>Research to Build and Present Knowledge: CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> • I can conduct short as well as more sustained research projects to answer a question I have or one that is assigned to me. [W.9-10.7] • I can conduct short as well as more sustained research projects to solve a problem. [W.9-10.7] • I can adjust my search process according to the information I encounter during my research. [W.9-10.7]

<p>CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<ul style="list-style-type: none"> • I can gather relevant information from multiple authoritative print and digital sources, using advanced search tools effectively. [W.9-10.8] • I can synthesize multiple sources on a subject and demonstrate an understanding of the subject under investigation. [W.9-10.7] • I can assess the usefulness of each source in answering a research question. [W.9-10.8] • I can integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]
<p>Range of Writing: CCSS.ELA-LITERACY.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • I can design a work plan to appropriately match the task, purpose, and audience for a piece of writing. [W.9-10.10] • I can design a work plan that incorporates research, reflection, and revision. [W.9-10.10] • I can write routinely over shorter time frames for a range of tasks, purposes, and audiences. [W.9-10.10] • I can write routinely over extended time frames for a range of tasks, purposes, and audiences. [W.9-10.10] • I can manage a long-term research project that incorporates research, reflection, and revision. [W.9-10.10] • I can synthesize research gathered over shorter time frames into a long-term research project. [W.9-10.10]
SPEAKING AND LISTENING	
<p>CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> • I can actively listen and observe when multiple sources of information are presented to me in diverse formats and media. [SL.9-10.2] • I can integrate multiple sources of information presented in diverse formats and media. [SL.9-10.2]
<p>CCSS.ELA-LITERACY.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<ul style="list-style-type: none"> • I can evaluate the credibility and accuracy of multiple sources presented to me. [SL.9-10.2], [SL.9-10.3] • I can define rhetoric, ethos, pathos, and logos. [SL.9-10.3] • I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. [SL.9-10.3] • I can identify misleading reasoning or exaggerated or distorted evidence. [SL.9-10.2], [SL.9-10.3]

<p>Presentation of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.SL.9-10.4</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<ul style="list-style-type: none"> • I can formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective. [SL.9-10.4] • I can present information, findings, and evidence that convey my perspective on a topic or issue. [SL.9-10.4] • I can engage listeners so that they follow my line of reasoning. [SL.9-10.4] • I can organize, develop, and produce a presentation in a style appropriate to my purpose and audience. [SL.9-10.4]
<p><u>CCSS.ELA-LITERACY.SL.9-10.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> • I can engage my audience by incorporating digital media into my presentations. [SL.9-10.5] • I can enhance my audience’s understanding of my findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements. [SL.9-10.5]
<p><u>CCSS.ELA-LITERACY.SL.9-10.6</u> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> • I can adapt my speech to a variety of contexts and tasks depending on my purpose and audience. [SL.9-10.6] • I can demonstrate a command of formal English when necessary. [SL.9-10.6]

LANGUAGE STANDARDS

<p>Conventions of Standard English: CCSS.ELA-LITERACY.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p><u>CCSS.ELA-LITERACY.L.9-10.2.A</u> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>	<ul style="list-style-type: none"> • I can use a semicolon or conjunctive adverb to link two or more closely related independent clauses. [L.9-10.2]
<p><u>CCSS.ELA-LITERACY.L.9-10.2.B</u> Use a colon to introduce a list or quotation.</p>	<ul style="list-style-type: none"> • I can use a colon to introduce a list or quotation. [L.9-10.2]
<p><u>CCSS.ELA-LITERACY.L.9-10.2.C</u> Spell correctly.</p>	<ul style="list-style-type: none"> • I can spell correctly. [L.9-10.2]

KNOWLEDGE OF LANGUAGE

<p><u>CCSS.ELA-LITERACY.L.9-10.3</u> 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.</p>	<ul style="list-style-type: none"> • I can apply what I know about language to understand how language functions in different situations, and can provide examples. [L.9-10.3] • I can apply what I know about language to make effective choices in the language I use to shape the meaning and style. [L.9-10.3] • I can apply what I know about language to comprehend more fully when reading or listening. [L.9-10.3]
<p><u>CCSS.ELA-LITERACY.L.9-10.3.A</u> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<ul style="list-style-type: none"> • I can write and edit work so it conforms to the guidelines in a style manual such as the <i>MLA Handbook</i> or <i>Turabian's Manual for Writers</i>. [L.9-10.3] • I can consult a style manual to understand discipline-specific guidelines and types of writing. [L.9-10.3] • I can produce writing which conforms to discipline-specific guidelines. [L.9-10.3]

Sanford HS Algebra 2 syllabus

Glencoe Lesson	Measurement Topic	Target Description	MCCL	Empower CCS
1-1. Expressions and Formulas	Seeing Structure in Expressions	Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficients.		CC.M.11.SSE.A.1 CC.M.11.SSE.A.1.a
1-2. Properties of real numbers	Seeing Structure in Expressions	Use the structure of an expression to identify ways to rewrite it.	MA.07.NQN.01.02	CC.M.11.SSE.A.2
1-3. Solving Equations	Creating Equations	Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>	MA.05.AEE.01.02	CC.M.11.CED.A.1
1-4. Solving Absolute Value Equations	Interpreting Functions	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value function.	MA.04.AIF.01.02	CC.M.11.IF.C.7.b
1-5. Solving Inequalities	Creating Equations	Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>	MA.05.AEE.01.02	CC.M.11.CED.A.1
1-6. Solving Compound and Absolute Value Inequalities	Creating Equations	Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>	MA.05.AEE.01.02	CC.M.11.CED.A.1
2-1. Relations and functions	Interpreting Functions	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative</i>	MA.03.AIF.02.02	CC.M.11.IF.B.4 CC.M.11.IF.B.5

		<p><i>maximums and minimums; symmetries; end behavior; and periodicity.</i></p> <p>Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function</i></p>		
2-2. Linear equations	Interpreting Functions	Write a function that describes a relationship between two quantities.	<u>MA.03.AIF.02.02</u>	CC.M.11.BF.A.1
2-2. Linear equations	Creating Equations	Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>	MA.04.AIF.01.02	CC.M.11.CED.A.1
2-3. Slope	Interpreting Functions	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	<u>MA.03.AIF.02.02</u>	CC.M.11.IF.B.6
2-3. Slope	Interpreting Functions	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	MA.04.AIF.01.02	CC.M.11.IF.B.6
2.4 Writing Linear Equations	Building Functions	Write a function that describes a relationship between two quantities.	<u>MA.03.AIF.02.02</u>	CC.M.11.BF.A.1
2.4 Writing Linear Equations	Interpreting Functions	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	MA.04.AIF.01.02	CC.M.11.IF.C.7.b
2.5 Using scatter plot and line of regression	Building Functions	Write a function that describes a relationship between two quantities.	<u>MA.03.AIF.02.02</u>	CC.M.11.BF.A.1

2.5 Using scatter plot and line of regression	Interpreting Functions	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	MA.04.AIF.01.02	CC.M.11.IF.C.7.b
2-6 Special Functions	Building Functions	Write a function that describes a relationship between two quantities.	MA.03.AIF.02.02	CC.M.11.BF.A.1
2-6 Special Functions	Interpreting Functions	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	MA.04.AIF.01.02	CC.M.11.IF.C.7.b
2-7 Graphing Inequalities	Building Functions Creating Equations	Write a function that describes a relationship between two quantities. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i>	MA.03.AIF.02.02	CC.M.11.BF.A.1 CC.M.11.CED.A.3
2-7 Graphing Inequalities	Interpreting Functions	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	MA.04.AIF.01.02	CC.M.11.IF.C.7.b
3-1. Solving Systems of Equations Algebraically	Creating Equations Reasoning with Equations & Inequalities	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i>	MA.04.AIF.01.02	CC.M.11.CED.3 CC.M.11.REI.11

		Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.		
3-2. Solving Systems of Equations by Graphing	Creating Equations Reasoning with Equations & Inequalities	<p>represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p> <p>Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p>	MA.04.AIF.01.02	CC.M.11.CED.3 CC.M.11.REI.11
3-3. Solving Systems of Inequalities by Graphing	Creating Equations Reasoning with Equations & Inequalities	<p>present constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p> <p>Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of</p>	MA.04.AIF.01.02	CC.M.11.CED.3 CC.M.11.REI.11

		the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.		
3-4. Linear Programming	Creating Equations	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i>	MA.04.AIF.01.02	CC.M.11.CED.3
3-5. Systems of Equations in Three Variables	Creating Equations	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i>	MA.04.AIF.01.02	CC.M.11.CED.3
Chapter 4. Matrices	Package Unit			Package a unit...IXL is helpful.
5-1. Graphing quadratic functions	Interpreting Functions	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	MA.04.AIF.01.02	CC.M.11.IF.C.7
5.2 Solving quadratic equations by graphing	Interpreting Functions	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	MA.04.AIF.01.02	CC.M.11.IF.C.7
5.2	Interpreting Functions	Understand that quadratic	MA.08.AEE.01.02	CC.M.11.SSE.A.1.b

Solving quadratic equations by graphing	Seeing Structure in Expressions	expressions can be written in equivalent forms to reveal and explain algebraic properties (through factoring and expansion) Understand how to construct a quadratic equation and use it to solve (through factoring, quadratic formula, and technology) a real-life situation		CC.M.11.IF.C.7.c
5.3 Solving quadratic equations by factoring	Seeing Structure in Expressions	Factor a quadratic expression to reveal the zeros of the function it defines.	MA.04.AIF.01.02	CC.M.11.SSE.B.3
5-4. Complex Numbers	The Complex Number System	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	MA.09.NQN.01.01	CC.M.11.CN.A.1
5-5. Completing the Square	The Complex Number System Interpreting Functions	Solve quadratic equations with real coefficients that have complex solutions. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	MA.08.AEE.01.02	<u>Beyond SHS Grad Requirement</u> CC.M.11.N.CN.7 CC.M.11.F.IF.8.a
5-6 Quadratic Formula and the discriminant	Seeing Structure in Expressions Interpreting Functions	Interpret complicated expressions by viewing one or more of their parts as a single entity. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a	MA.08.AEE.01.02	CC.M.11.SSE.A.1.b CC.M.11.F.IF.B.4

		verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>		
5-7 Analyzing graphs of quadratic functions	Interpreting Functions	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>	MA.08.AEE.01.02	CC.M.11.F.IF.B.4
5-8 Graphing and solving quadratic inequalities	Seeing Structure in Expressions Interpreting Functions	Interpret complicated expressions by viewing one or more of their parts as a single entity. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>	MA.08.AEE.01.02	beyond SHS Requirement CC.M.11.SSE.A.1.b CC.M.11.F.IF.B.4
6-1. Properties of Exponents	Reasoning with Equations & Inequalities	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i>	MA.08.NQN.01.02	CC.M.11.REI.A.2 CC.M.11.SSE.A.2

6-2. Operations with Polynomials	Arithmetic with Polynomials & Rational Expressions	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	MA.07.AEE.01.01	CC.M.11.APRA.A.1
6-3. Dividing Polynomials	Arithmetic with Polynomials & Rational Expressions	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.		<u>Beyond SHS Grad Requirement</u> CC.M.11.A.APR.6
6.4 Polynomial Functions	Interpreting Functions	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i> For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i>	MA.03.AIF.02.02	<u>Beyond SHS Graduation Requirements</u> CC.M.11.F.IF.4 CC.M.11.F.IF.7.c
6-5. Analyzing Graphs of Polynomial Functions	Arithmetic with Polynomials & Rational Expressions	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a	MA.03.AIF.02.02	CC.M.11.F.IF.4 CC.M.11.F.IF.7.c

		<p>verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i></p> <p>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i></p>		
6-6. Solving Polynomial Functions	<p>The Complex Number System</p> <p>Arithmetic with Polynomials & Rational Expressions</p>	<p>Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.</p> <p>Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>Use polynomial identities to solve problems.</p> <p>Prove polynomial identities and use them to describe numerical relationships. <i>For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</i></p>	MA.08.AEE.01.02	<p><u>Beyond SHS Grad Requirement</u></p> <p>CC.M.11.N.CN.9</p> <p>CC.M.11.A.APR.3</p> <p>CC.M.11.A.APR.4</p>

<p>6-7. The remainder and factor theorems</p>	<p>Arithmetic with Polynomials & Rational Expressions</p> <p>Interpreting Functions</p>	<p>Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</p> <p>Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p>		<p><u>Beyond SHS Grad Requirement</u></p> <p>CC.M.11.A.APR.B.2 CC.M.11.F.IF.7.c</p>
<p>6-8. Roots and Zeros</p>	<p>The Complex Number System</p> <p>Arithmetic with Polynomials & Rational Expressions</p>	<p>Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.</p> <p>Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>Prove polynomial identities and use them to describe numerical relationships. <i>For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</i></p>	<p>MA.08.AEE.01.02</p>	<p><u>Beyond SHS Grad Requirement</u></p> <p>CC.M.11.N.CN.C.9 CC.M.11.A.APR.B.3 CC.M.A.APR.C.4</p>
<p>7-1 Operations on Functions</p>	<p>Building Functions</p> <p>Interpreting Functions</p>	<p>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i></p> <p>Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a</i></p>	<p><u>MA.03.AIF.02.02</u></p>	<p>CC.M.11.F.IF.C.9 CC.M.11.F.BF.A.1.B</p>

		<i>cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i>		
7-2 Inverse functions and relations	Building Functions	Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. <i>For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</i>	<u>MA.03.AIF.02.02</u>	CC.M.11.F.BF.B.4.A
7-3 Square root functions and inequalities	Interpreting Functions Building Functions	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	<u>MA.03.AIF.02.02</u>	CC.M.11.F.IF.C.7.B CC.M.11.F.BF.3
7-4 Nth Roots	Seeing Structure in Expressions Interpreting Functions	Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i> Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	MA.08.NQN.01.02	CC.M.11.A.SSE.2 CC.M.11.F.IF.C.7.B

7-5 Operations with radical expressions	Seeing Structure in Expressions	Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i>	MA.08.NQN.01.02	CC.M.11.A.SSE.A.2
7-6 Rational Exponents	Seeing Structure in Expressions	Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i>	MA.08.NQN.01.02	CC.M.11.A.SSE.A.2
7-7. Solving Radical Equations and Inequalities	Reasoning with Equations and Inequalities	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	MA.04.AIF.01.02	CC.M.11.A.REI.A.2

Students Name: _____

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Glencoe Geometry Lesson	Measurement Topic	Target Description I / The student can.....	MCCL	Common Core	Empower CCSS
1.1 Points, Lines, and Planes	TBD	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.		4.G (#1)	CC.M.10.CO.A.1
1.2 Linear Measure and Precision	Tools of Measurement: Measurement	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	MA.02.MME.01.01		CC.M.10.CO.A.1

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<p>1.3 Distance and Midpoints</p>	<p>Tools of Measurement: Measurement</p>	<p>Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p>	<p>MA.04.MME.01.01</p>	<p>G-CO (#1)</p>	<p>CC.M.10.CO.A.1</p>
<p>1.4 Angle Measure</p>	<p>Geometry: Measurement</p>	<p>Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p>	<p>A.04.GME.01.02</p>	<p>4.MD (#5,6,7) 4.G (#1,2,3)</p>	<p>CC.M.10.CO.A.1</p>
<p>1.5 Angle Relationships</p>	<p>Geometry: Attributes and Properties</p>	<p>Understands how to use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem</p> <p>Understand angle relationships: parallel lines cut by a transversal, angle sum and exterior angles of a triangle.</p>	<p>MA.06.GAP.01.02</p>	<p>4.G (#1,2,3)</p>	

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1.6 Polygons	Geometry: Attributes and Properties Geometry: Measurement	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	MA.01.GME.01.01 MA.02.GAP.01.01	4.MD (#3)	CC.M.10.GPE.B.7
3.1 Parallel Lines and Transversals	Geometry: Attributes and Properties	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	MA.06.GAP.01.02	G-CO (#9-11) 7.G (#5)	CC.M.10.CO.A.1 CC.M.10.CO.B.9 (Beyond Graduation Requirements)
3.2 Angles and Parallel Lines	Geometry: Attributes and Properties	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	MA.06.GAP.01.02	G-CO (#9-11) 8.G (#5)	CC.M.10.CO.A.1 CC.M.10.CO.B.9 (Beyond Graduation Requirements)

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3.3 Slopes of Lines	Algebra: Interpreting Functions	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	MA.01.AIF.02.02	F-IF (#6)	CC.M.10.GPE.B.5
3.4 Equations of Lines	Algebra: Interpreting Functions	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	MA.01.AIF.02.02	F-IF (#8) G-CO (#12) G-GPE (#5)	CC.M.10.GPE.B.5

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3.5 Proving Lines Parallel	Geometry: Attributes and Properties	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	MA.06.GAP.01.02	G-CO (#9-11) 8.G (#5)	CC.M.10.CO.A.1 CC.M.10.CO.B.9 (Beyond Graduation Requirements)
4.1 Classifying Triangles	Geometry: Attributes and Properties	Prove theorems about triangles. <i>Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</i>	MA.02.GAP.01.01	5.G (#3,4)	CC.M.10.CO.C.10

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4.2 Angles of Triangles	Geometry: Attributes and Properties	Prove theorems about triangles. <i>Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</i>	MA.06.GAP.01.02	G-CO (#9-11) 8.G (#5)	CC.M.10.CO.C.10
4.3 Congruent Triangles	Geometry: Attributes and Properties	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	MA.07.GAP.01.01	G-CO (#6,7,8)	CC.M.10.CO.B.8
4.4 Proving Congruence-SSS, SAS	Geometry: Attributes and Properties	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	MA.09.GAP.01.02	G-CO (#6,7,8)	CC.M.10.CO.B.8

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<p>4.5 Proving Congruence- ASA, AAS</p>	<p>Geometry: Attributes and Properties</p>	<p>Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.</p>	<p>MA.09.GAP.01.02</p>	<p>G-CO (#6,7,8)</p>	<p>CC.M.10.CO.B.8</p>
<p>4.6 Isosceles Triangles</p>	<p>Geometry: Attributes and Properties</p>	<p>Prove theorems about triangles. <i>Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</i></p>	<p>MA.02.GAP.01.01</p>		<p>CC.M.10.CO.C.10</p>
<p>5.1 Bisectors, Medians, and Altitudes</p>	<p>Geometry: Attributes and Properties</p>	<p>Prove theorems about triangles. <i>Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</i></p>	<p>MA.06.GAP.01.02</p>	<p>G-CO (#10)</p>	<p>CC.M.10.CO.C.10</p>

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5.2 Inequalities and Triangles	TBD				
5.4 The Triangle Inequality	TBD				
5.5 Inequalities Involving Two Triangles	TBD				
6.1 Proportions	Number Sense: Fractions, Decimals, Percents	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	MA.09.NSF.01.02	G-GPE (#6)	CC.M.10.SRT.A.2
6.2 Similar Polygons	Geometry: Attributes and Properties	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all	MA.08.GAP.01.02	G-SRT (#2,3)	CC.M.10.SRT.A.2

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		corresponding pairs of angles and the proportionality of all corresponding pairs of sides.			
6.3 Similar Triangles	Geometry: Attributes and Properties	<p>Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</p> <p>Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.</p>	MA.09.GAP.01.02	G-SRT (#2,3)	CC.M.10.SRT.A.2 CC.M.10.SRT.A.3
6.4 Parallel Lines and Proportional Parts	Geometry: Attributes and Properties	<p>Prove theorems about triangles. <i>Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity..</i></p>	MA.06.GAP.01.02	G-CO (#9-11) 8.G (#5)	CC.M.10.SRT.B.4

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6.5 Parts of Similar Triangles	Geometry: Attributes and Properties	Prove theorems about triangles. <i>Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.</i>	MA.09.GAP.01.02		CC.M.10.SRT.B.4
7.1 Geometric Mean	Geometry: Attributes and Properties	Prove theorems about triangles. <i>Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.</i>	MA.10.GAP.01.01	G-SRT (#6-11)	CC.M.10.SRT.B.4
7.2 The Pythagorean Theorem and It's Converse	Geometry: Attributes and Properties	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	MA.10.GAP.01.01	G-SRT (#6-11) 8.G (#6-8)	CC.M.10.SRT.C.8
7.3 Special Right Triangles	Geometry: Attributes and Properties	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	MA.10.GAP.01.01	G-SRT (#6,7,8,10,11)	CC.M.10.SRT.C.8
7.4 Trigonometry	Geometry: Attributes and Properties	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	MA.10.GAP.01.01	G-SRT (#6,7,8,10,11)	CC.M.10.SRT.C.8

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7.5 Angles of Elevation and Depression	Geometry: Attributes and Properties	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	MA.10.GAP.01.01	G-SRT (#6,7,8,10,11)	CC.M.10.SRT.C.8
7.6 The Law of Sines	Geometry: Attributes and Properties	Prove the Laws of Sines and Cosines and use them to solve problems. Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	MA.10.GAP.01.01	G-SRT (#6,7,8,10,11)	Beyond SHS grad requirement CC.M.10.SRT.D.1 0 CC.M.10.SRT.D.1 1
7.7 The Law of Cosines	Geometry: Attributes and Properties	Prove the Laws of Sines and Cosines and use them to solve problems. Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	MA.10.GAP.01.01	G-SRT (#6,7,8,10,11)	Beyond SHS grad requirement CC.M.10.SRT.D.1 0 CC.M.10.SRT.D.1 1

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8.1 Angles of Polygons	Geometry: Attributes and Properties	<p>Prove theorems about parallelograms. <i>Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</i></p> <p>Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</i></p>	MA.06.GAP.01.02	G-CO (#11)	CC.M.10.CO.C.11 CC.M.10.GPE.B.4
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8.2 Parallelograms	Geometry: Attributes and Properties	<p>Prove theorems about parallelograms. <i>Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</i></p> <p>Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</i></p>	MA.09.GAP.01.02	G-CO (#11)	CC.M.10.CO.C.11 CC.M.10.GPE.B.4
8.3 Test for Parallelograms	Geometry: Attributes and Properties	<p>Prove theorems about parallelograms. <i>Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other,</i></p>	MA.09.GAP.01.02	G-CO (#11)	CC.M.10.CO.C.11 CC.M.10.GPE.B.4

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		<p><i>and conversely, rectangles are parallelograms with congruent diagonals.</i></p> <p>Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</i></p>			
8.4 Rectangles	Geometry: Attributes and Properties	<p>Prove theorems about parallelograms. <i>Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</i></p> <p>Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined</i></p>	MA.02.GAP.01.01	G-GPE (#4)	CC.M.10.CO.C.11 CC.M.10.GPE.B.4

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		<p><i>by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</i></p>			
<p>8.5 Rhombi and Squares</p>	<p>Geometry: Attributes and Properties</p>	<p>Prove theorems about parallelograms. <i>Theorems include: opposite sides are congruent opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</i></p> <p>Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</i></p>	<p>MA.02.GAP.01.01</p>		<p>CC.M.10.CO.C.11 CC.M.10.GPE.B.4</p>

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8.6 Trapezoids	Geometry: Attributes and Properties	Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</i>	MA.02.GAP.01.01		CC.M.10.GPE.B.4
9.1 Reflections	Geometry: Attributes and Properties	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	MA.08.GAP.01.02	G-CO (#1-5) 8.G (#1-4)	CC.M.10.CO.A.4 CC.M.10.CO.A.5

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<p>9.2 Translations</p>	<p>Geometry: Attributes and Properties</p>	<p>Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.</p>	<p>MA.08.GAP.01.02</p>	<p>G-CO (#1-5) 8.G (#1-4)</p>	<p>CC.M.10.CO.A.4 CC.M.10.CO.A.5</p>
<p>9.3 Rotations</p>	<p>Geometry: Attributes and Properties</p>	<p>Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of</p>	<p>MA.08.GAP.01.02</p>	<p>G-CO (#1-5) 8.G (#1-4)</p>	<p>CC.M.10.CO.A.4 CC.M.10.CO.A.5</p>

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		transformations that will carry a given figure onto another.			
9.4 Tessellations	Geometry: Attributes and Properties	<p>Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.</p>	MA.08.GAP.01.02	G-CO (#1-5) 8.G (#1-4)	CC.M.10.CO.A.4 CC.M.10.CO.A.5
9.5 Dilations	Geometry: Attributes and Properties	<p>Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p>	MA.08.GAP.01.02	G-CO (#1-5) 8.G (#1-4)	CC.M.10.CO.A.2 CC.M.10.CO.A.4 CC.M.10.CO.A.5

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		<p>Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.</p>			
10.1 Circles and Circumferences	Geometry: Measurement	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	MA.07.GME.02.01	7.G (#4)	CC.M.10.CO.A.1
10.2 Angles and Arcs	Geometry: Attributes and Properties	Identify and describe relationships among inscribed angles, radii, and chords. <i>Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a</i>	MA.11.GAP.01.01	G-C (#1-5)	CC.M.10.C.A.2 CC.M.10.C.B.5

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		<p><i>diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</i></p> <p><i>Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.</i></p>			
10.3 Arcs and Chords	Geometry: Attributes and Properties	<p>Identify and describe relationships among inscribed angles, radii, and chords. <i>Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</i></p>	MA.11.GAP.01.01	G-C (#1-5)	CC.M.10.C.A.2
10.4 Inscribed Angles	Geometry: Attributes and Properties	<p>Identify and describe relationships among inscribed angles, radii, and chords. <i>Include the relationship between central,</i></p>	MA.11.GAP.01.01	G-C (#1-5)	CC.M.10.C.A.2 CC.M.10.C.A.3

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		<p><i>inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</i></p> <p><i>Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.</i></p>			
10.5 Tangents	Geometry: Attributes and Properties	<p>Identify and describe relationships among inscribed angles, radii, and chords. <i>Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</i></p>	MA.11.GAP.01.01	G-C (#1-5)	CC.M.10.C.A.2
10.6 Secants, Tangents, and Angle Measures	Geometry: Attributes and Properties	<p>Identify and describe relationships among inscribed angles, radii, and chords. <i>Include the relationship between central, inscribed, and circumscribed</i></p>	MA.11.GAP.01.01	G-C (#1-5)	CC.M.10.C.A.2

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		<i>angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</i>			
10.7 Special Segments in a Circle	Geometry: Attributes and Properties	Identify and describe relationships among inscribed angles, radii, and chords. <i>Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</i>	MA.11.GAP.01.01	G-C (#1-5)	CC.M.10.C.A.2
10.8 Equations of Circles	Geometry: Attributes and Properties	Is skilled at describing relationships among inscribed angles, radii, chords, arc lengths, and areas of sectors of circles	MA.11.GAP.01.01	G-GPE (#1)	Not Found on Empower
11.1 Areas of Parallelograms	Geometry: Measurement	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	MA.06.GME.01.02	G-GPE (#7) 7.G (#6)	CC.M.10.GPE.B.7

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11.2 Areas of Triangles, Trapezoids, and Rhombi	Geometry: Measurement	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	MA.06.GME.01.02	7.G (#6) 6.G (#1)	CC.M.10.GPE.B.7
11.3 Areas of Regular Polygons and Circles	Geometry: Measurement	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. <i>Use dissection arguments, Cavalieri's principle, and informal limit arguments.</i>	MA.07.GME.02.01 MA.06.GME.01.02	G.7 (#4) 7.G (#6) 7.G (#6)	CC.M.10.GPE.B.7 CC.M.10.GMD.A. 1
11.4 Areas of Irregular Figures	Geometry: Measurement	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	MA.06.GME.01.02	7.G (#6)	CC.M.10.GPE.B.7
11.5 Geometric Probability	TBD			S-IC #3,5*	TBD
12.1 Three-Dimensional Figures	Geometry: Attributes and Properties	Understands the similarities and differences between or among two-dimensional and three-dimensional shapes	MA.03.GAP.01.01	G-GMD (#4) G-MG (#1) 7.G (#6)	Not Found on Empower

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12.2 Nets and Surface Area	Geometry: Measurement	Understands how to find surface area of three dimensional figures using nets made up of triangles and rectangles	MA.08.GME.01.02	G-MG (#3) 7.G (#6) 6.G (#4)	Not Found on Empower
12.3 Surface Areas of Prisms	Geometry: Measurement	Is skilled at finding volume of cubes, prisms, pyramids, cones, cylinders, spheres Is skilled at finding surface area of prisms, cylinders, and pyramids	MA.09.GME.01.02	7.G (#6)	Not Found on Empower
12.4 Surface Areas of Cylinders	Geometry: Measurement	Is skilled at finding volume of cubes, prisms, pyramids, cones, cylinders, spheres Is skilled at finding surface area of prisms, cylinders, and pyramids	MA.09.GME.01.02	7.G (#6)	Not Found on Empower
12.5 Surface Areas of Pyramids	Geometry: Measurement	Is skilled at finding volume of cubes, prisms, pyramids, cones, cylinders, spheres Is skilled at finding surface area of prisms, cylinders, and pyramids	MA.09.GME.01.02	7.G (#6)	Not Found on Empower

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12.6 Surface Areas of Cones	Geometry: Measurement	Is skilled at finding volume of cubes, prisms, pyramids, cones, cylinders, spheres Is skilled at finding surface area of prisms, cylinders, and pyramids	MA.09.GME.01.02	7.G (#6)	Not Found on Empower
12.7 Surface Areas of Spheres	Geometry: Measurement	Is skilled at finding volume of cubes, prisms, pyramids, cones, cylinders, spheres Is skilled at finding surface area of prisms, cylinders, and pyramids	MA.09.GME.01.02	7.G (#6)	Not Found on Empower
13.1 Volumes of Prisms and Cylinders	Geometry: Measurement	Is skilled at finding volume of cubes, prisms, pyramids, cones, cylinders, spheres Is skilled at finding surface area of prisms, cylinders, and pyramids	MA.09.GME.01.02	G-GMD (#1,3) G-MG (#1,2,3) 8.G (#9) 7.G (#6) 6.G (#2)	CC.M.10.GMD.A. 3
13.2 Volumes of Pyramids and Cones	Geometry: Measurement	Is skilled at finding volume of cubes, prisms, pyramids, cones, cylinders, spheres Is skilled at finding surface area of prisms, cylinders, and pyramids	MA.09.GME.01.02	G-GMD (#1,3) G-MG (#1,2,3) 8.G (#9) 7.G (#6)	CC.M.10.GMD.A. 3

Students Name: _____

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13.3 Volumes of Spheres	Geometry: Measurement	Is skilled at finding volume of cubes, prisms, pyramids, cones, cylinders, spheres Is skilled at finding surface area of prisms, cylinders, and pyramids	MA.09.GME.01.02	G-GMD (#1,3) G-MG (#1,2,3) 8.G (#9) 7.G (#6)	CC.M.10.GMD.A. 3
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Sanford HS Algebra 2 syllabus

Glencoe Lesson	Measurement Topic	Target Description	MCCL	Empower CCS
1-1. Expressions and Formulas	Seeing Structure in Expressions	Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficients.		CC.M.11.SSE.A.1 CC.M.11.SSE.A.1.a
1-2. Properties of real numbers	Seeing Structure in Expressions	Use the structure of an expression to identify ways to rewrite it.	MA.07.NQN.01.02	CC.M.11.SSE.A.2
1-3. Solving Equations	Creating Equations	Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>	MA.05.AEE.01.02	CC.M.11.CED.A.1
1-4. Solving Absolute Value Equations	Interpreting Functions	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value function.	MA.04.AIF.01.02	CC.M.11.IF.C.7.b
1-5. Solving Inequalities	Creating Equations	Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>	MA.05.AEE.01.02	CC.M.11.CED.A.1
1-6. Solving Compound and Absolute Value Inequalities	Creating Equations	Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>	MA.05.AEE.01.02	CC.M.11.CED.A.1
2-1. Relations and functions	Interpreting Functions	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative</i>	MA.03.AIF.02.02	CC.M.11.IF.B.4 CC.M.11.IF.B.5

		<p><i>maximums and minimums; symmetries; end behavior; and periodicity.</i></p> <p>Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function</i></p>		
2-2. Linear equations	Interpreting Functions	Write a function that describes a relationship between two quantities.	<u>MA.03.AIF.02.02</u>	CC.M.11.BF.A.1
2-2. Linear equations	Creating Equations	Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>	MA.04.AIF.01.02	CC.M.11.CED.A.1
2-3. Slope	Interpreting Functions	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	<u>MA.03.AIF.02.02</u>	CC.M.11.IF.B.6
2-3. Slope	Interpreting Functions	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	MA.04.AIF.01.02	CC.M.11.IF.B.6
2.4 Writing Linear Equations	Building Functions	Write a function that describes a relationship between two quantities.	<u>MA.03.AIF.02.02</u>	CC.M.11.BF.A.1
2.4 Writing Linear Equations	Interpreting Functions	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	MA.04.AIF.01.02	CC.M.11.IF.C.7.b
2.5 Using scatter plot and line of regression	Building Functions	Write a function that describes a relationship between two quantities.	<u>MA.03.AIF.02.02</u>	CC.M.11.BF.A.1

2.5 Using scatter plot and line of regression	Interpreting Functions	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	MA.04.AIF.01.02	CC.M.11.IF.C.7.b
2-6 Special Functions	Building Functions	Write a function that describes a relationship between two quantities.	MA.03.AIF.02.02	CC.M.11.BF.A.1
2-6 Special Functions	Interpreting Functions	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	MA.04.AIF.01.02	CC.M.11.IF.C.7.b
2-7 Graphing Inequalities	Building Functions Creating Equations	Write a function that describes a relationship between two quantities. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i>	MA.03.AIF.02.02	CC.M.11.BF.A.1 CC.M.11.CED.A.3
2-7 Graphing Inequalities	Interpreting Functions	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	MA.04.AIF.01.02	CC.M.11.IF.C.7.b
3-1. Solving Systems of Equations Algebraically	Creating Equations Reasoning with Equations & Inequalities	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i>	MA.04.AIF.01.02	CC.M.11.CED.3 CC.M.11.REI.11

		<p>Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p>		
<p>3-2. Solving Systems of Equations by Graphing</p>	<p>Creating Equations</p> <p>Reasoning with Equations & Inequalities</p>	<p>represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p> <p>Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p>	MA.04.AIF.01.02	<p>CC.M.11.CED.3</p> <p>CC.M.11.REI.11</p>
<p>3-3. Solving Systems of Inequalities by Graphing</p>	<p>Creating Equations</p> <p>Reasoning with Equations & Inequalities</p>	<p>present constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p> <p>Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of</p>	MA.04.AIF.01.02	<p>CC.M.11.CED.3</p> <p>CC.M.11.REI.11</p>

		the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.		
3-4. Linear Programming	Creating Equations	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i>	MA.04.AIF.01.02	CC.M.11.CED.3
3-5. Systems of Equations in Three Variables	Creating Equations	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i>	MA.04.AIF.01.02	CC.M.11.CED.3
Chapter 4. Matrices	Package Unit			Package a unit...IXL is helpful.
5-1. Graphing quadratic functions	Interpreting Functions	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	MA.04.AIF.01.02	CC.M.11.IF.C.7
5.2 Solving quadratic equations by graphing	Interpreting Functions	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	MA.04.AIF.01.02	CC.M.11.IF.C.7
5.2	Interpreting Functions	Understand that quadratic	MA.08.AEE.01.02	CC.M.11.SSE.A.1.b

Solving quadratic equations by graphing	Seeing Structure in Expressions	expressions can be written in equivalent forms to reveal and explain algebraic properties (through factoring and expansion) Understand how to construct a quadratic equation and use it to solve (through factoring, quadratic formula, and technology) a real-life situation		CC.M.11.IF.C.7.c
5.3 Solving quadratic equations by factoring	Seeing Structure in Expressions	Factor a quadratic expression to reveal the zeros of the function it defines.	MA.04.AIF.01.02	CC.M.11.SSE.B.3
5-4. Complex Numbers	The Complex Number System	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	MA.09.NQN.01.01	CC.M.11.CN.A.1
5-5. Completing the Square	The Complex Number System Interpreting Functions	Solve quadratic equations with real coefficients that have complex solutions. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	MA.08.AEE.01.02	<u>Beyond SHS Grad Requirement</u> CC.M.11.N.CN.7 CC.M.11.F.IF.8.a
5-6 Quadratic Formula and the discriminant	Seeing Structure in Expressions Interpreting Functions	Interpret complicated expressions by viewing one or more of their parts as a single entity. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a	MA.08.AEE.01.02	CC.M.11.SSE.A.1.b CC.M.11.F.IF.B.4

		verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>		
5-7 Analyzing graphs of quadratic functions	Interpreting Functions	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>	MA.08.AEE.01.02	CC.M.11.F.IF.B.4
5-8 Graphing and solving quadratic inequalities	Seeing Structure in Expressions Interpreting Functions	Interpret complicated expressions by viewing one or more of their parts as a single entity. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>	MA.08.AEE.01.02	beyond SHS Requirement CC.M.11.SSE.A.1.b CC.M.11.F.IF.B.4
6-1. Properties of Exponents	Reasoning with Equations & Inequalities	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i>	MA.08.NQN.01.02	CC.M.11.REI.A.2 CC.M.11.SSE.A.2

6-2. Operations with Polynomials	Arithmetic with Polynomials & Rational Expressions	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	MA.07.AEE.01.01	CC.M.11.APRA.A.1
6-3. Dividing Polynomials	Arithmetic with Polynomials & Rational Expressions	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.		<u>Beyond SHS Grad Requirement</u> CC.M.11.A.APR.6
6.4 Polynomial Functions	Interpreting Functions	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i> For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i>	MA.03.AIF.02.02	<u>Beyond SHS Graduation Requirements</u> CC.M.11.F.IF.4 CC.M.11.F.IF.7.c
6-5. Analyzing Graphs of Polynomial Functions	Arithmetic with Polynomials & Rational Expressions	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a	MA.03.AIF.02.02	CC.M.11.F.IF.4 CC.M.11.F.IF.7.c

		<p>verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i></p> <p>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i></p>		
6-6. Solving Polynomial Functions	<p>The Complex Number System</p> <p>Arithmetic with Polynomials & Rational Expressions</p>	<p>Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.</p> <p>Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>Use polynomial identities to solve problems.</p> <p>Prove polynomial identities and use them to describe numerical relationships. <i>For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</i></p>	MA.08.AEE.01.02	<p><u>Beyond SHS Grad Requirement</u></p> <p>CC.M.11.N.CN.9</p> <p>CC.M.11.A.APR.3</p> <p>CC.M.11.A.APR.4</p>

<p>6-7. The remainder and factor theorems</p>	<p>Arithmetic with Polynomials & Rational Expressions</p> <p>Interpreting Functions</p>	<p>Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</p> <p>Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p>		<p><u>Beyond SHS Grad Requirement</u></p> <p>CC.M.11.A.APR.B.2 CC.M.11.F.IF.7.c</p>
<p>6-8. Roots and Zeros</p>	<p>The Complex Number System</p> <p>Arithmetic with Polynomials & Rational Expressions</p>	<p>Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.</p> <p>Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>Prove polynomial identities and use them to describe numerical relationships. <i>For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</i></p>	<p>MA.08.AEE.01.02</p>	<p><u>Beyond SHS Grad Requirement</u></p> <p>CC.M.11.N.CN.C.9 CC.M.11.A.APR.B.3 CC.M.A.APR.C.4</p>
<p>7-1 Operations on Functions</p>	<p>Building Functions</p> <p>Interpreting Functions</p>	<p>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i></p> <p>Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a</i></p>	<p><u>MA.03.AIF.02.02</u></p>	<p>CC.M.11.F.IF.C.9 CC.M.11.F.BF.A.1.B</p>

		<i>cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i>		
7-2 Inverse functions and relations	Building Functions	Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. <i>For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</i>	MA.03.AIF.02.02	CC.M.11.F.BF.B.4.A
7-3 Square root functions and inequalities	Interpreting Functions Building Functions	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	MA.03.AIF.02.02	CC.M.11.F.IF.C.7.B CC.M.11.F.BF.3
7-4 Nth Roots	Seeing Structure in Expressions Interpreting Functions	Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i> Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	MA.08.NQN.01.02	CC.M.11.A.SSE.2 CC.M.11.F.IF.C.7.B

7-5 Operations with radical expressions	Seeing Structure in Expressions	Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i>	MA.08.NQN.01.02	CC.M.11.A.SSE.A.2
7-6 Rational Exponents	Seeing Structure in Expressions	Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i>	MA.08.NQN.01.02	CC.M.11.A.SSE.A.2
7-7. Solving Radical Equations and Inequalities	Reasoning with Equations and Inequalities	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	MA.04.AIF.01.02	CC.M.11.A.REI.A.2

SANFORD SCHOOL DEPARTMENT SYSTEM LEVEL ACTION PLAN

Desired Outcome: SSD will have a curriculum, instruction strategies & assessments that embody the principles and practices of Student Centered Proficiency Based Learning. 05.28.14

ACTIVITIES	DELIVERABLES	TIME FRAME	PERSONS RESPONSIBLE
<p>Strategy 1 - Establish curriculum, instruction and assessment that engages students in 21st Century knowledge and skills development</p>			
<p>S1a- Identify and adopt state defined standards</p> <ol style="list-style-type: none"> 1. Hold meetings with Dept. Chairs and GLC's to review standards in content areas 2. Assign standards by grade level based on input from Dept. Chairs and GLC's 3. Incorporate 21st Century knowledge and skills into K-12 content areas 4. Create document (Appendix A) listing standards by content area and grade level assignment 5. Share Appendix A with teachers and update as needed 6. Present Appendix A to A-Team for Review 7. Present Appendix A to School Committee for adoption 8. Create Scope and Sequence for each content area K-12 using Appendix A 9. Publish Appendix A to school website and program of studies 	<p>Appendix A – Part of Policy, IJF</p>		
<p>S1b – Develop Curriculum in each content area based on identified standards</p> <ol style="list-style-type: none"> 1. Establish units of studies and activities used to teach standards 2. Identify resources and materials needed to teach standards 3. Incorporate alternative pathways to meet standards 4. Identify key standards to assess using common assessments 5. Determine methods to assess proficiency with standards 6. Establish remediation procedures and opportunities for students who don't meet standards 7. Incorporate alternate assessments to meet standards 8. Create document outlining curriculum, resources and assessments 9. Determine what resources are needed in each content area and grade level to support the curriculum 			
<p>S1c – Define the Sanford SCPBL model and expectations</p> <ol style="list-style-type: none"> 1. Create a task force comprised of A-Team members to meet over the summer of 2014 to define SCPBL in broad terms. 2. Review task force recommendations at the advance A-Team meeting in August 2014 and finalize the definition to be used K-12. 3. Implement use of SCPBL strategies in all classrooms K-12 4. Administrators monitor implementation of SCPBL instructional strategies 			
<p>S1d - Adopt teaching instructional strategies based on Student Centered Proficiency Based Learning</p> <ol style="list-style-type: none"> 1. Provide professional development to teachers on SCPBL instructional strategies <ol style="list-style-type: none"> A. Unpacking standards with students B. The difference between formative and summative assessment C. What demonstrations of proficiency look like at various levels of the taxonomy D. Using technology to personalize instruction and assessment E. Best practices in instruction F. 21st Century knowledge and skills G. Themed and cross-content learning H. Guiding Principles 2. Use SCPBL coaches to provide training and support to staff on an ongoing basis 3. Provide professional development to administrators on key indicators of SCPBL instructional strategies 			

SANFORD SCHOOL DEPARTMENT SYSTEM LEVEL ACTION PLAN

ACTIVITIES	DELIVERABLES	TIMEFRAME	PERSON(S) RESPONSIBLE
<p>4. Provide resources and support to assist teachers in implementation of SCPBL instructional strategies</p> <p>5. Assess effectiveness of SCBPL implementation through surveys, observation and interviews</p>			
<p>S1e - Provide resources and professional development to support curriculum</p> <p>1. Establish teacher needs for professional development on components of new curriculum through surveys, targeted meetings, interviews</p> <p>2. Design professional development plan based on identified needs from teachers surveys, targeted meetings and interviews</p> <p>3. Secure professional development training opportunities</p> <p>4. Publish calendar of professional development activities and provide system for sign-up</p> <p>5. Assess effectiveness of professional development and adjust to meet changing needs</p> <p>6. Inventory existing curriculum resources</p> <p>7. Develop plan to acquire resources through budget</p>			
<p>S1f - Develop procedures to monitor effectiveness of curriculum and SCPBL instructional strategies (see also S10a)</p> <p>1. Determine indicators of success for new curriculum and SCBPL implementation</p> <p>2. Establish initial benchmarks of indicators</p> <p>3. Develop procedures and establish timeline to collect data around indicators</p> <p>4. Develop procedures to assess collected data and to analyze effectiveness of curriculum and SCPBL instructional strategies</p> <p>5. Present periodic updates to A-Team and School Committee on effectiveness of implementation</p>			

SANFORD SCHOOL DEPARTMENT SYSTEM LEVEL ACTION PLAN

Desired Outcome: SSD has adopted a grading and reporting system used by teachers, administrators, students and parents to track, monitor and report student progress in achieving proficiency with learning targets

05.28.14

Strategy 8 - Develop a grading and reporting system that students, parent, teachers and administrators can easily understand and use.

ACTIVITIES	DELIVERABLES	TIME FRAME	PERSON(S) RESPONSIBLE
<p>S8a – Develop a K-12 plan outlining grading and reporting practices at all levels that addresses student proficiency on standards, recognizes achievement, addresses the need for traditional grading practices at certain levels, and recommends a data collection and reporting system.</p> <p>Establish a committee to develop recommendations for a grading and reporting system</p> <ol style="list-style-type: none"> 1. Collect input from various stakeholders on the needs and requirements of a grading and reporting system 2. Review existing grading and reporting practices K-12 3. Identify methods K-12 to recognize student achievement 4. Review and establish Maine DOE reporting requirements for Proficiency Based Diploma 5. Establish a coding system for marking proficiency levels 6. Define and differentiate grading practices K-12 7. Define which standards will be used to determine proficiency for diploma 8. Determine which standards will be tracked and reported on in grades K-12 9. Document a K-12 plan outlining grading and reporting practices at all levels 10. Vet K-12 plan with internal and external stakeholders 			
<p>A1.8b – Develop a transition plan for adopting new data collection and reporting system</p> <ol style="list-style-type: none"> 1. Identify sequential steps for implementation and timeline 2. Engage key stakeholders in planning 3. Establish a trouble-shooting team 			
<p>A1.8c – Purchase and install data collection and reporting system</p> <ol style="list-style-type: none"> 1. Develop a list of requirements for data collection and reporting system 2. Review different data collection and reporting systems using requirements 3. Determine needed infrastructure and equipment for data collection and reporting system 4. Purchase the system 5. Install the system 			
<p>A1.8d – Provide professional development for staff, students and parents on the new data collection and reporting system</p> <ol style="list-style-type: none"> 1. 2. 			
<p>A1.8e – Develop a multifaceted communication plan to regularly inform and collect input from stakeholders about the new grading and reporting system</p> <ol style="list-style-type: none"> 1. Disseminate grading and reporting plan to all stakeholders 2. 			

SANFORD SCHOOL DEPARTMENT SYSTEM LEVEL ACTION PLAN

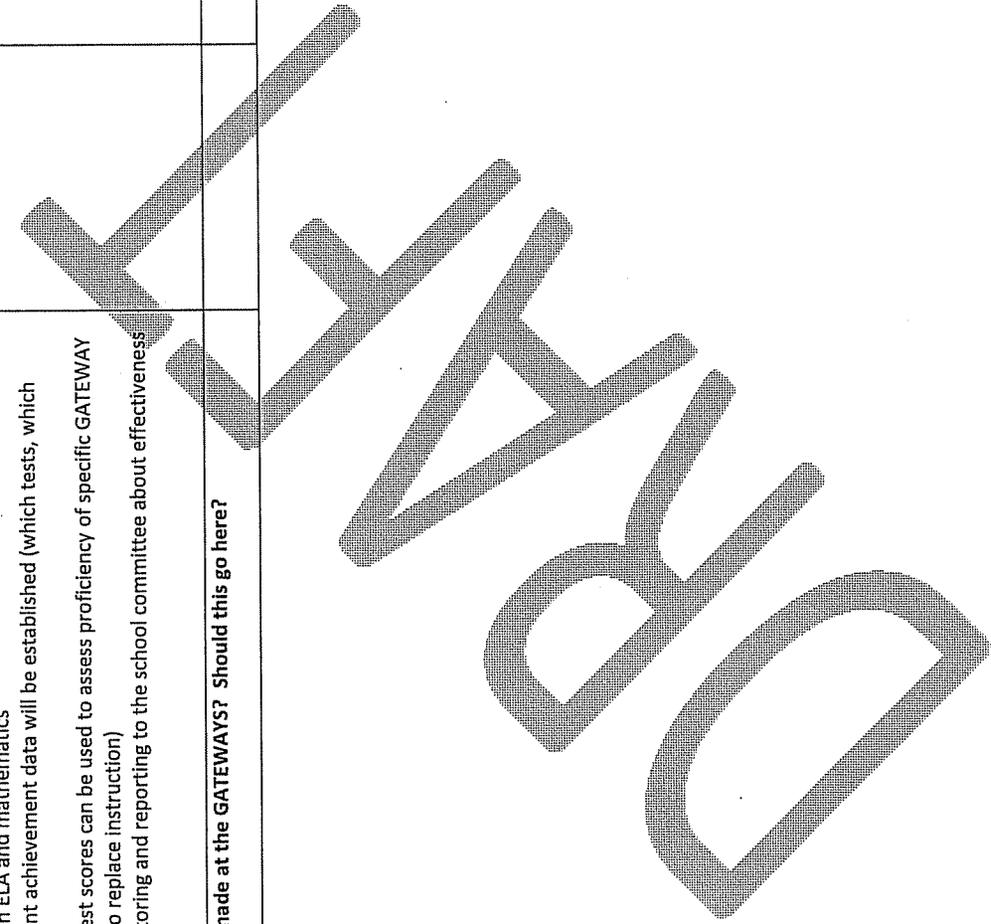
Desired Outcome: SSD will establish a data collection and tracking system that provides usable, timely information that is regularly used for decision making to improve learning.
05.28.14

Strategy 10: Identify monitoring and assessment needs to facilitate data collection to use for decision-making

<p>S10a – Once the scope and sequence is established for each content area, K-12, GATEWAYS will be established at K-2, 3-5, and 6-8.</p> <ol style="list-style-type: none"> 1. SHS departments need to recommend the graduation requirements in all content areas including the Guiding Principles to school committee for their approval 2. Identify the specific standards at grades 2, 5, and 8 in each content area that must be met <ul style="list-style-type: none"> o Establish GATEWAY and K-12 silos o Allow input by all staff 3. Establish the definition for “on track” and “off track” performance based on current achievement scores and knowing proficiency expectations will be raised over time <ul style="list-style-type: none"> o Research methods used by other districts (e.g., 80/20 rule) 4. Determine the interventions needed for students who are not “on track” at the end of grades 2, 5, and 8 5. Determine procedures to be used when students are meeting advanced standards in an accelerated manner 6. Present GATEWAY plan to A-Team and then to School Committee for adoption 7. Provide professional development to staff on curriculum components and interventions 8. A culture shift is required to accommodate a system where learning, not time, is the non-negotiable <ul style="list-style-type: none"> o Multiple avenues will be used to explain GATEWAYS, e.g., report cards, community forum, parent conferences 			
<p>S10b – Teachers at each grade level/department will determine the assessments that will define proficiency at the end of each GATEWAY.</p> <ol style="list-style-type: none"> 1. GATEWAY decisions will be based on multiple measures, e.g., NWEAS, text levels, Smarter Balanced assessment scores, common assessments 2. Establish the frequency of monitoring student achievement so interventions can be made in a timely manner 3. Pacing guides will be established using “I can” statements and summative assessments at each grade level 4. Teachers will use predetermined collaboration times to review student achievement scores periodically in order to make grouping/regrouping decisions 5. Determine how to use currently owned software, e.g., Compass Learning and IXL, for formative/summative purposes 6. Administrators at all levels will use assessment data to plan for teacher professional development 7. Administrators at all levels will use assessment data to make budgetary and staffing decisions 8. Eventually, administrators will use student achievement data in their supervision and evaluation of teachers 9. Eventually, the superintendent will use student achievement data in their supervision and evaluation of principals 			

SANFORD SCHOOL DEPARTMENT SYSTEM LEVEL ACTION PLAN

<p>S10c – Use standardized test and common assessment scores to determine appropriateness of Sanford GATEWAYS</p> <ol style="list-style-type: none"> 1. Select the standardized tests and common assessments to be used for comparison to the Smarter Balanced Assessment in ELA and mathematics 2. A K-12 plan for collecting student achievement data will be established (which tests, which grade levels, when) 3. Determine how standardized test scores can be used to assess proficiency of specific GATEWAY and/or graduation standards (to replace instruction) 4. A-Team does continuous monitoring and reporting to the school committee about effectiveness of the data collection plan 		
<p>S10d – Are special education decisions made at the GATEWAYS? Should this go here?</p> <ol style="list-style-type: none"> 1. 		



SANFORD SCHOOL DEPARTMENT

STUDENT CENTERED PROFICIENCY BASED LEARNING (SCPBL) STUDENT LOGIC MODEL

MISSION: All Sanford school Department students will complete high school prepared for postsecondary education or training and a career

FOR WHOM	ASSUMPTIONS <i>Moving From...</i>	STRATEGIES <i>Through...</i>	OUTCOMES <i>Through...</i>	IMPACT <i>To</i>
<p>All Sanford School Department Students</p>	<p>Students can succeed if—</p> <ul style="list-style-type: none"> ▪ they are engaged in their own learning and are responsible for setting and attaining learning goals in partnership with teachers and other adults ▪ they have positive relationships with teachers, counselors and community members who guide them to success on an ongoing basis ▪ they have multiple opportunities for skill mastery through hands-on learning in school, the community and at businesses ▪ they have ongoing assessments of progress and coaching for improvement ▪ they feel welcome, understood, have positive adult and peer relationships and a sense of belonging ▪ the adults in their lives have high expectations ▪ they participate in a school culture that respects individual differences 	<p>All students will—</p> <ul style="list-style-type: none"> ▪ Have teachers, staff and peers who build strong ongoing relationships with them and serve as guides, mentors, and advocates ▪ Have and keep track of personalized learning plans (PLPs) in grades 7-12 developed with their teachers and educational curricula in grades K-6 that incorporate their academic and personal strengths, interests and goals; provide opportunities for exploration of these topics; and are informed by input from family members as well as mentors ▪ Engage in regular reflection and review about progress toward goals, achievement of mandated graduation requirements ▪ Will have access to in- and out-of-school learning experiences and supports and opportunities that help them gain knowledge and skills, including becoming:¹ <ul style="list-style-type: none"> o a clear and effective communicator o a self-directed and lifelong learner o a creative and practical problem solver o a responsible and involved citizen o an integrative and informed thinker o team player ▪ Will engage in learning opportunities connected with jobs, careers, and after-high-school education, training, &/or work that enable them to: <ul style="list-style-type: none"> o understand the importance of what they are learning and its benefits for the future o gain essential social and emotional skills, and knowledge required for success in post-secondary education, training, careers, and life 	<p>All students have—</p> <ul style="list-style-type: none"> ▪ created with their teacher/counselor a goal or plan (PLP) for their success that is reflected upon and stored in a digital portfolio ▪ been engaged in and are actively responsible for their learning ▪ met high school and state proficiency standards ▪ have used their skills and knowledge in ways that will help them be successful in postsecondary education and/or training and a career ▪ demonstrated citizenship through participation in school and the community ▪ viewed their educational environment to be welcoming and the experiences as supportive, encouraging and helpful in attaining their goals 	<p>Sanford School Department students complete high school prepared for post-secondary education and/or have a meaningful job in today's and tomorrow's work force, and are contributing members of the community</p>

¹ Maine Learning Results: Guiding Principles Diploma Standards

School Wide Academic Intervention Standard Operating Procedure

- Input grades weekly - checked by department heads
- Contact Log (kept by every teacher on Infinite Campus tab) to record the following interventions to be done in the following order:

Step 1 - Conversation with student when work is missing or grade is low, and set up plan for them to come before or stay after school.

Step 2 - Contact other supports student might have (resource room teachers, seminar, coaches, other common teachers, etc.)

Step 3 - Email and/or phone call to parents if student does not stay for extra help

Step 4 - If student does not respond positively, refer to the guidance department for further interventions

INFORMATIONAL FORUMS

October 20, 2014

6:00-7:30pm

Come to Sanford High School to attend the forum/s of your choice. Spend as much time as you desire in one forum and then move on to another one that interests you. All forums are on going. Just drop in at your convenience!

<p>SHS College Information Forum: Learn about Navigating the college application process, Naviance, the common application, application strategies, admissions plans, SAT's and College Board, scholarship searches and more! Room 211</p>	<p>iPads - Hear about how iPads are used in school and how you can use them at home. Learn about putting restrictions on the iPad and have your questions answered. Room 4</p>
<p>9th Grade Proficiency Based Report card & Empower: View the Empower software and report card which holds the records of proficiency for the learning targets for Freshmen in math and English. Learn about graduation standards for the class of 2018. Room 7</p>	<p>Virtual Learning, Service Learning, Extended Learning Opportunities - Learn about the Virtual Learning opportunities that are available at school as well as personalized and service learning within the community to address learning standards. Room 11</p>
<p>Personal Learning Plans - See the Naviance software which helps students explore career interests, learning styles, personality types, create resumes, set goals and receive task reminders, submit college applications and recommendations and do journaling about community service. Room 5 Times : 6:00pm, 6:30pm & 7:00pm</p>	<p>Alternatives to College - There are many first steps a student may take after high school that don't include attending a college or entering the armed services. This presentation will focus on the range of possibilities including getting a job. Other topics include: Apprenticeship, Gap year-spending a year as a volunteer or traveling, Maine Career Center and Dept. of Labor Training Programs, Community College and Adult Education Continuing Education and Training Programs, Trade School, Job Corps.... Room V03</p>

Maine DOE Proficiency Based Diploma Transition Funds
Sanford School Department 2014-15 Proposed Budget

Date: October 15, 2014

Item	Description	Cost	Per	QTY	Total Cost
Curriculum Silo Work	Teachers in Grades K-12 choose standards for Art, Music, Health, P.E., Science, Social Studies, and Guiding Principles.	\$ 32.50	Hr	800	\$21,200
EMPOWER	Purchase of standards data management system	\$ 4.00	Student	2250	\$ 9,000.00
Data management Staff Support	Empower Support Staff for one year.	\$ 400.00	Teacher	10	\$ 4,000.00
District Student Centered Proficiency Based Learning Coaches	2 SCPBL coaches to provide training in student centered practices	\$ 1,800.00	Teacher	2	\$ 3,600.00
Professional Development Opportunities	<p>Collaboratively develop the conceptual framework of proficiency-based learning with faculty and staff</p> <p>Engage faculty and staff on the student-centered, proficiency-based learning model</p> <p>Engage faculty and staff on the student-centered, proficiency-based curriculum, design and instruction</p> <p>Provide explicit instruction on how to teach the Guiding Principles and Common Core State Standards</p> <p>Provide professional texts for book studies, apps for iPads, eBooks and other pertinent materials</p> <p>Substitute Teaching Staff, Travel Costs, etc.</p> <p>Site Visits and associated costs</p> <p>Presenter Fees and associated costs</p>	\$ 20,349.33			\$ 20,349.33
Community Engagement Opportunities	Create opportunities for students, parents and community members to Brainstorm and engage in learning about the student-centered, proficiency-based learning model and put together a plan.	\$ 3,000.00		1	\$ 3,000.00
Grand Total					\$ 61,149.33

NOTE: The Grand Total includes \$30,483.72 carry over funds from 2013-14, and \$30,665.61 from 2014-15 award.

\$ 61,149.33

Sanford High School
 Alignment Status as of January 15, 2015
 Learning Target / Curriculum Alignment

Dept	What needs to be completed?	What help do you need?	Involvement with SJHS coordination?	Comments
ELA	We have fine-tuned them. They just need to be written up in final form.		<p>I think we are okay because we are all using Common Core targets.</p> <p>What happens to the 8th grade students who are not on pace -- who have not reached proficiency on a majority of 8th grade targets? Do they remediate at the junior high or here?</p>	We are going to use Smarter Balanced rubrics for writing standards.
Math	<p>Math has completed alignment. Here is a link to all aligned courses/pathway needed for learners. Learners must complete Algebra 2.</p> <p>http://sanfordhighmath.blogspot.co</p>	All set.	We have shared all mutual course targets and syllabi with the SJHS. We are working on gateway assessment and procedures for future placement	<p>All set. All targets Identified and aligned by course.</p> <p>Pathways have been bundled on EMPOWER for easy recording.</p>

	m		with SJHS.	
Science	Standards are identified for 9, 10 and electives-we need Next Gen Standards to be approved by the School Committee and input them into Empower	We need Dept time to identify how specifically we will meet these standards within each science course we need time to develop and align assessments to the standards	The JHS has not had anytime to continue to work on changing their courses. Creating a life science/physical science blend 6-8. We need to address what to do with students that come to the HS without meeting the Middle School standards	We need time to develop what exactly meeting the standard means.
Social Studies	Alignment complete, Lt's distributed in our required 9,10, and 11 courses.	Still need time to field test and document all instructional and assessment strategies.	Alignment complete between Jr and HS, additional work not needed at this time. The bigger issue is a strategy for transferring information concerning individual students from Jr to Sr HS. What their individual needs are and strategies that work. Not just LD and behavioral	9,10 and 11 core courses hit required LTs. Still working on a common vision of what Proficiency will look like.

			issue students	
Art	We need to finish typing up our standards. We have decided to go with a combination of national standards and MLRs. We already have everything broken down to grade level k-12 we just need time to finalize the document we will be working from.	We don't need help with anything we just need ET or workshop time to finish the document and submit it to Bernie.	We have been working k-12 and everyone is on the same page with the targets that are expected to be met at different grade levels.	
FCA	Continue to revise and complete learning targets for Child Development. Review progress with learning targets in other courses.	Time with the other Family and Consumer Science teacher.	no program at Junior high	
Band	We need to finish typing up our standards. We have decided to go with a combination of national standards and MLRs. We already have everything broken down to grade level k-12 we just need time to finalize the document we will	We don't need help with anything we just need ET or workshop time to finish the document and submit it to Bernie.	We have been working k-12 and everyone is on the same page with the targets that are expected to be met at different grade levels.	

	be working from.			
Chorus	We need to finish typing up our standards. We have decided to go with a combination of national standards and MLRs. We already have everything broken down to grade level k-12 we just need time to finalize the document we will be working from.	We don't need help with anything we just need ET or workshop time to finish the document and submit it to Bernie.	We have been working k-12 and everyone is on the same page with the targets that are expected to be met at different grade levels.	
PE	We need to decide which activities/assessments meet each standard	TIME	We need to continue our links from grade span to grade span. I have no idea how much time the JH has had to work on this. Or what standards they are completing.	Are "Gateways" going to be used in ALL content areas??
Health	We need to determine which assessments/labs meet each standard	TIME	We have shared our Health curriculum with them, but I don't know what standards they are actually completing.	Are "Gateways" going to be used in ALL content areas??

SPED				
World Language	We need to complete our “master list” of the national standards that are targeted in our courses and the skills required in relation to those standards: i.e. speaking, writing, reading, and listening.	I still need either work-shop day time. My department members have given me the necessary info. - I now need time to complete our curriculum chart with French 3 and Spanish 4 curriculum. I have to compose the French 4 component of our chart.	N/A	We do not have scoring guides yet.
Alt School	We collaborate with the other depts that we work with - ELA, social studies, and science. We incorporate their standards into our own courses - and if the students require remediation in a particular standard, we're able to help them meet it in an elective within that dept. At this point, as the depts complete their work, we work it into our	dept time	we don't meet with SJHS since they don't have an Alt program	

	classes.			

Dept	Projected date alignment to be completed	Common Assessments?	Learning Targets have verbs to indicate level of rigor?	Comments
ELA	As soon as I type up the final copy.	We do not have common assessments. Next semester, we are planning on using common writing rubrics from the Smarter Balanced test.	We are using Common Core. They use those types of verbs.	
Math	We are done.	We have common assessments	We used language verbatim from the CCSS	
Science	freshmen science and biology have standards aligned. Electives have identified 5 additional	Freshmen are in development, biology still needs to identify assessment that will illustrate	they are NOT in I Can statements, but do use verbs to indicate what students will know and be able to do	

	standards they will cover	proficiency in the standards. Electives still need to identify assessments. This is the largest part of our second semester work we need to do.		
Social Studies				
Art	Our current units/lessons are aligned to the MLRs so it is just a matter of changing some vocabulary when we have a finalized document to work with.	The only common assessment that we have for Art Fundamentals is the final exam		
FCA				
Band	We need time to work individually to create lessons that align to our targets	Similar final exams in Band and Chorus		
Chorus	We need time to work individually to create lessons that align to our targets	Similar final exams in Band and Chorus		
PE	This will depend on time	Everything is common assessments		
Health	This will depend upon whether	WE have choices with our		

	we are granted the full credit of Health...otherwise we will be jamming and cramming	assessments within each area.		
SPED				
World Language	It's difficult to pinpoint a precise date since I don't know how much more time we will be allotted to complete the work. If we are not allotted any time, I may have to finish it up this summer with a few per diem days.	We currently use some common assessments.	Our "verbs" are different from the core curricular target verbs. We still have to refine our verbs to apply to World Language Standards.	If and when we are asked to use Empower, my dept. will have to meet with Matt P. in order to replace what is in there now for World Languages (since the MCCL material currently there is completely useless to us.)
Alt School	We are dependent on the other depts since we are using those standards in our classes.	We create our own assessments for each individual course. We adjust the assessments to meet the needs of the students each time we teach the course.		ELA is proving to be the biggest challenge because I am responsible for teaching all five required ELA classes. Every semester the configuration of the class changes - I will have 10 to 12 students, in grades 9-12, and using a different curriculum every semester.

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**SANFORD SCHOOL DEPARTMENT
SANFORD SCHOOL COMMITTEE
MEETING AGENDA
Monday, January 26, 2015 ~ 6:00 pm**

Note: Meeting will be held in City Council Chambers – 3rd Floor, City Hall Annex.

Members present: Kendra Williams, Jon Mapes, John Roux, Thomas Miscio, Scott Sheppard

Student Reps present: Jennifer Calnan, Victoria Clendaniel, Rowan Fitzgerald, Caroline Ege

Staff present: David Theoharides, Superintendent
Eric Knowlton, Assistant Superintendent
Gwen Bedell, Business Administrator
Bernie Flynn, Curriculum Director

Guests present:

A. Call to Order Time: ____ pm

B. Pledge of Allegiance

C. Adjustments None

D. Approval of Minutes

1. January 12, 2015, Executive Session (**Attachment D.1.**)
Recommendation: to approve the minutes as presented

E. Public Comments None

F. Communications

1. NEASC correspondence dated 1/5/15 (**Attachment F.1.**)

G. Committee Reports

1. Construction Update

H. Superintendent's Report

1. Student Representatives' Reports
2. SHS Field trip – Ocean Bowl Competition on 2/6 and 2/7/15 in Orono
3. Leave of absence request from SJHS Ed Tech Justine Williams

I. Directors' Reports

1. Business Administrator Gwen Bedell
2. Assistant Superintendent Eric Knowlton
 - i. High school diploma for WWII veteran
 - ii. Bus bid
3. Director of Curriculum Bernie Flynn
 - i. Proficiency Based Diploma Extension Application
Recommendation: to approve the application as presented.

- J. New Business None
- K. Old Business None
- L. Resignations

1. Superintendent Theoharides will announce the following resignations:

Jennifer Waldron	ASL Interpreter	SHS	Effective 1/28/15
Brock Sanborn	Technology Integrator	SHS	Effective 1/14/15
Pat Kaye-Schiess	Teacher	MCS	Effective 8/31/15
Deborah Bennett	Guidance Counselor	Willard	Effective 8/31/15
Linda Field	Teacher	SJHS	Effective 8/31/15
Meagan Patrick	Teacher	CJL	Ms. Patrick will not be returning from her current leave of absence
Kim Caron	Teacher	Lafayette	Ms. Caron will not be returning from her current leave of absence.
Matthew Doiron	Teacher	SHS	Mr. Doiron will not be returning from his current leave of absence.

M. Staff Appointments

1. Superintendent Theoharides will announce the following appointments:

Dennis Wilson	Technology Ed Tech	MCS/Lafayette, Willard	Replacement position, effective 1/5/15
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N. Staff Transfers

1. Superintendent Theoharides will announce the following transfers:

Daniel Drisko	From Willard School Head Custodian	To CJL 2 nd shift Custodian	Effective 1/5/15
Michael Pepin	From CJL 2 nd shift Custodian	To Memorial Gym 2 nd shift Custodian	Effective 1/5/15
Roland Vermette	From SHS 2 nd shift Custodian	To Willard/Memorial Gym interim Head Custodian	Effective 1/5/15

- O. Staff Nominations None
- P. Policies None
- Q. Items for Future Agenda(s)

1. Superintendent's Evaluation

R. Calendar Announcements

1. Upcoming School Committee meetings are as follows:

Wednesday, 1/28/15	Budget Workshop	6:00 pm	SRTC - WSSR
Monday, 2/2/15	Regular School Committee Meeting	6:00 pm	City Council Chambers
Monday, 2/23/15	Regular School Committee Meeting	6:00 pm	City Council Chambers

S. Adjournment

Recommendation: to adjourn at ____ pm.

2/2/15 2/4/15 Regular Meeting 6 pm

**SANFORD SCHOOL DEPARTMENT
SANFORD SCHOOL COMMITTEE
MEETING AGENDA**

~~Monday, February 2, 2015 ~ 6:00 pm~~

Wednesday, February 4, 2015 ~ 6:00 pm

Note: Meeting will be held in ~~City Council Chambers, 3rd Floor, City Hall Annex~~
Superintendent's Conference Room, 2nd floor, City Hall Annex

Members present: Jon Mapes, John Roux, Thomas Miscio, Scott Sheppard, Kendra Williams

Student Reps present: Jennifer Calnan, Victoria Clendaniel, Rowan Fitzgerald, Caroline Ege, Colby Vezina

Staff present: David Theoharides, Superintendent
Eric Knowlton, Assistant Superintendent
Gwen Bedell, Business Administrator
Bernie Flynn, Curriculum Director

Guests present:

A. Call to Order Time: 6:03 pm

B. Pledge of Allegiance - Waived

C. Adjustments None

D. Approval of Minutes

1. January 21, 2015 Executive Session, 5 pm (Attachment D.1.)
Recommendation: to approve the minutes as presented
Approved by JR, SS 4-0 (KW was not here yet)

E. Public Comments None

F. Communications None

G. Committee Reports

a) Construction Update

1. Updated about meeting with DOE last Thursday to layout process for next twelve weeks
2. Discussed that we will be hiring a Project Coordinator as required by the state
3. Noted that tomorrow we will be meeting with Bond Counsel Bill Stockmeyer from Drummond Woodsum to layout Bond Anticipation Notes that will cover expenses incurred over next several months and to reimburse expenses to date.

H. Superintendent's Report

- a) Student Representatives' Reports
 - 1. Rowan talked about the upcoming Winter Carnival
- 1. Snow Day Update
- 2. Budget Workshop following this meeting
- a) Supt talked about impact of snow on facilities, sidewalks and equipment

I. Directors' Reports

- a) Business Administrator Gwen Bedell
- b) Assistant Superintendent Eric Knowlton
 - 1. Pre-K Update
 - ▶ Year 1 only students who are eligible
 - ▶ Year 2 open to other students
- c) Director of Curriculum Bernie Flynn
 - 1. Smarter Balanced Assessment prep taking place at all schools
 - 2. See handout of Teacher Workshop Day schedule
 - 3. Wellness workshops will be provided by Harvard Pilgrim on the afternoon of TWD
 - 4. Insurance information with Shelly Paules in spring
- d) Extension Application
 - 1. Changing criteria from extension 4 to extension 5
 - 2. Motion by Kendra Williams to accept new Extension Application, second John Roux - 5-0

J. New Business None

K. Old Business None

L. Resignations

- a) Superintendent Theoharides will announce the following resignations:

Ellen Robertson	Secretary	Willard School	Effective June, 2015 (last day of school)
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M. Staff Appointments None

N. Staff Transfers None

O. Staff Nominations None

P. Policies None

Q. Items for Future Agenda(s)

- 1. Update on Pre-K Program
- 2. Supt Evaluation

R. Calendar Announcements

a) Upcoming School Committee meetings are as follows:

Monday, February 23, 2015	Regular Meeting	6 pm	City Council Chambers
Monday, March 2, 2015	Regular Meeting	6 pm	City Council Chambers
Monday, March 16, 2015	Regular Meeting	6 pm	City Council Chambers

S. Adjournment

Recommendation: to adjourn at 7:19 pm.

By JR, JM 5-0