

School Improvement Action Plan – Goal Two

SY 2011-2012

PART I: OVERVIEW

E. J. King Middle/High School

Date: June 2012

<ul style="list-style-type: none"> ● Goal Statement: By June 2016, all students will increase their proficiency in numeracy skills using instructional interventions implemented in all curricular areas as measured by the <i>TerraNova</i> Multiple Assessments, 3rd edition and other System-wide and school based assessments. The targeted areas are meaning of numbers, proficiency in computation, and communicating data effectively. 	
<p>Targeted Subgroup: Targeted Sub Group are those students receiving academic support in Math Support classes in Algebra or Geometry, Read 180, and AVID.</p>	
<p>Triangulation of Data:</p> <ul style="list-style-type: none"> ● Surveys of Instructional Practices and the DoDEA Customer Satisfaction Surveys. <i>TerraNova</i> Multiple Assessments, 3rd Edition ● <i>PSAT</i> – Math and Problem Solving subtest 	
<p>System-wide Assessment(s) <u>Name:</u> The <i>TerraNova</i> Multiple Assessments, 3rd Edition</p> <p>The <i>TerraNova</i> Multiple Assessments, 3rd Edition is administered each year in March to all students in grades 7 through 11. 12th grade students do not take this assessment.</p> <p>Indicator of success: There is a meaningful increase in the percentage of students scoring in the top two National Quarters and a meaningful decrease in the percentage of students scoring in the bottom National Quarter as measured by the Mathematics and Science portions of the <i>TerraNova</i> assessment.</p> <p><u>Name:</u> <i>PSAT</i> Math Problem Solving subtest</p> <p>The <i>PSAT</i> is administered each year in October to all students in the 10th and 11th grades.</p> <p>Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard of 42 for 10th grade and 45 for 11th grade or higher as measured by the <i>PSAT</i> on the Math Problem Solving section.</p>	<p>Local Assessment <u>Name:</u> CSI Mathematics assessment.</p> <p>Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard of 5 for 7th grade, 7 for 8th grade, 8 for 9th grade, 7 for 10th grade, 12 for 11th grade, and 8 for 12th grade or higher as measured by the CSI Mathematics assessment.</p> <p>The CSI Mathematics assessment is administered each year in April or May to all students, grades 7 through 12. The purpose of the assessment is to measure the Mathematics ability of all students.</p> <p>Target Sub-group: <u>Name:</u> Targeted Sub Group are those students receiving academic support in Math Support classes in Algebra or Geometry, Read 180, and AVID.</p> <p>Indicator of success: Targeted Sub-Group students will show improvement on the <i>TerraNova</i>, <i>PSAT</i> and/or <i>Readi-Step</i> assessments.</p>

Interventions and their descriptions applicable to ALL Students

<p>Intervention: WICR</p>	<p>Brief Description: All students will participate in the AVID strategy of WICR to include written activities in all content areas to develop their communication of numeracy.</p>
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Interventions and their descriptions applicable to the Targeted Subgroup

<p>Intervention: Support Classes</p>	<p>Brief Description: Targeted Sub Group are those students receiving academic support in Math Support classes in Algebra or Geometry, Read 180, and AVID.</p>
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Interventions Implementation Timeline

Interventions	Resources	Initial POCs
<p>1. WICR</p>	<p>1. Writing prompts 2. Hard Drive space on the school's servers for each student.</p>	<p>CSI Co-Chairs, AVID coordinator, and CSILT</p>

Part II

E.J. King Middle/High School Results-Based Staff Development Plan Intervention: WICR

Staff Development Outcome

(What do teachers need to know and be able to do?)

Teacher Indicators

(What teacher accountability evidence will we accept to verify staff development was effective.)

Student Outcome

(What do we want students to know, learn, demonstrate?)

All teachers will be able to demonstrate proficiency in guiding students in the development of their numeracy activities.

All teachers will be exposed to the looking at student work activity and various rubrics to evaluate student writing to increase student proficiency in numeracy.

All students will learn WICR and increase their proficiency in numeracy skills and use rubrics to evaluate their proficiency in numeracy.

Effective Staff Development Steps	Implementation Activities	Person/Group Responsible (SI; CIF; Tech; etc.)	Documented Evidence of Each Step	Resources Needed	Timeline Date/Time
Knowledge <i>What you want people to walk away with</i>	To expose teachers to WICR.	CSI Co-Chairs Team Leaders CSILT AVID Coordinator Principal Asst Principal	Completed worksheet Minutes from meeting	Hands outs on Student writings and a rubric for student and teacher evaluation.	August 11 – SY 2011-2012. Each year in August there is a staff review and new staff orientation
Model/Demonstrate <i>How this knowledge will be shown to the staff</i>	Workshop explaining the purpose of WICR and AVID in detail. Explaining the Rubric. Practice samples will be used so the teachers can work with the rubric.	CSI Co-Chairs Team Leaders CSILT AVID Coordinator Principal Asst Principal	Minutes from Team Meetings Agenda for the September Mini-session workshop	Time to present Samples of Student Writings.	September 11 – SY 2011-2012. Each year in September there is a staff mini-session workshop on AVID and WICR.
Low Risk Practice with Feedback <i>What will be in place for the teachers to try and how will they receive feedback</i>	Handed samples to score with the rubric. Given time to devise their own assignments. Time on the internet Looking at websites About writing activities.	CSI Co-Chairs Team Leaders CSILT AVID Coordinator Principal Asst Principal	Minutes from Team meetings	Student writing samples submitted to CSILT on a monthly basis	December 11 – SY 2011-2012. On a monthly team Meeting and the Monthly CSILT Meeting the samples are reviewed and Next-steps are addressed

<p>On-the-Job Practice with Feedback <i>What programs will be in place: Teachers teaching teachers, Mentoring, Paired Learning, etc.</i></p>	<p>Teachers teaching Teachers. Teacher teams working together during common planning times.</p>	<p>CSI Co-Chairs Team Leaders CSILT AVID Coordinator Principal Asst Principal</p>	<p>WICR samples submitted to CSILT committee on a monthly basis</p> <p>Agenda for the March Mini-session workshop</p>	<p>Time to present</p> <p>Classroom space</p> <p>Handouts of writing samples</p> <p>Use of a mini-session</p>	<p>March/May 12 – SY 2011-2012</p> <p>On a monthly team Meeting and the Monthly CSILT Meeting the samples are reviewed and Next-steps are addressed.</p>
<p>Follow-up for Current Staff <i>Collaborative meetings</i></p>	<p>Teams will use one team Meeting per month to develop and refine their student materials. Group the evidence by to have Evidence across the Curriculum.</p>	<p>CSI Co-Chairs Team Leaders CSILT AVID Coordinator Principal Asst Principal Every Team Member</p>	<p>Minutes from Team Meetings</p>	<p>Hands outs on the AVID, WICR and rubric</p> <p>Examples of Student work and rubric.</p>	<p>August 12 – SY 2012-2013</p> <p>Each year in August there is a Staff review</p>
<p>Long-Term Maintenance Plan for New Staff <i>What is in place for long-term maintenance</i></p>	<p>Have CSILT team give a Presentation with the Mentoring team in every Fall.</p>	<p>CSI Co-Chairs Team Leaders CSILT AVID Coordinator Principal Asst Principal New Teacher Mentor New Staff Members</p>	<p>Funds for extra-duty for New Teacher Mentor</p>	<p>Hands outs on the AVID, WICR and rubric</p> <p>Examples of Student work and rubric.</p>	<p>August 11 – SY 2011-2012. Each year in August there is a new staff orientation</p>

PART III: RESULTS-BASED STAFF DEVELOPMENT PLAN

PART THREE: MONITORING PLAN

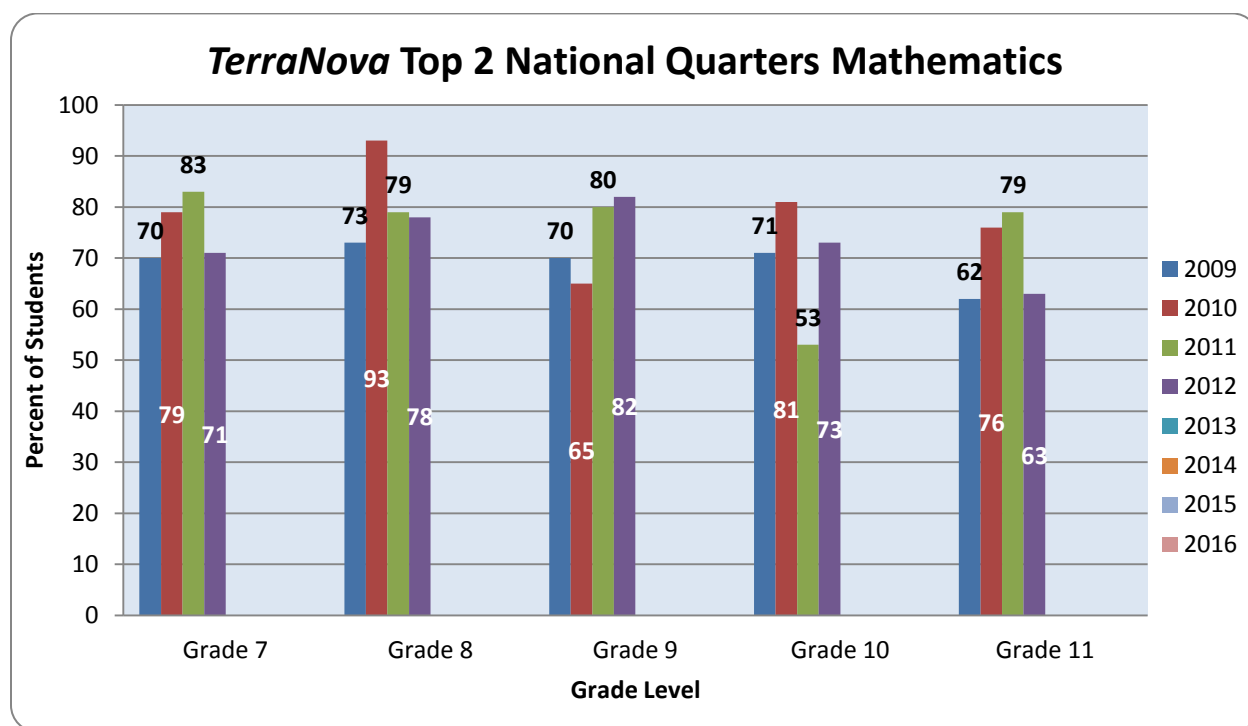
CSI Goal	Intervention	Monitoring Plan	Point of Contact
<p>All students will communicate improved numeracy in all content areas.</p>	<p>WICR</p> <p>Guide students in the use of WICR as applied to given content area</p> <p>Assess students in the use of WICR as applied to given content area</p>	<ol style="list-style-type: none"> 1. Professional Learning Teams' team minutes submitted to CSILT Co-Chairs. 2. Monthly review of Student WICR Activities each month all faculty team members review the WICR activities By examining these activities, the teams are to develop "Whats Next" steps to improve the students' abilities to write and communicate literacy. 3. Looking at Student Work 	<ol style="list-style-type: none"> 1. Team Leaders 2. CSILT 3. CSI Co-Chairs 4. AVID Coordinator

PART IV: STATUS REPORT

Goal Statement: By June 2016, all students will increase their proficiency in numeracy skills using instructional interventions implemented in all curricular areas as measured by the *TerraNova* Multiple Assessments, 3rd edition and other System-wide and school based assessments. The targeted areas are meaning of numbers, proficiency in computation, and communicating data effectively.

DATA ANALYSIS PROCEDURES: Baseline data and data collected at the end of each year of the school improvement cycle were disaggregated by grade level (and targeted subgroup) and were analyzed. Using NCA Data Analysis software, data were converted to standard scores and analyzed.

DATA DISPLAY: *TerraNova* Mathematics: Top Two National Quarters



Indicator of Success: There is a meaningful increase in the percentage of students scoring in the top two National Quarters as measured by the Mathematics portion of the *TerraNova* exam. (2009 Baseline)

2010 Findings: *TerraNova*, 3rd Edition

1. The difference in performance at the 7th grade is much higher than the performance of the comparison group or standard
2. The difference in performance at the 8th grade is substantially higher than the performance of the comparison group or standard.
3. The difference in performance at the 9th grade and the comparison group or standard is lower by enough to mention.
4. The difference in performance at the 10th grade is substantially higher than the performance of the comparison group or standard.

5. The difference in performance at the 11th grade is substantially higher than the performance of the comparison group or standard.

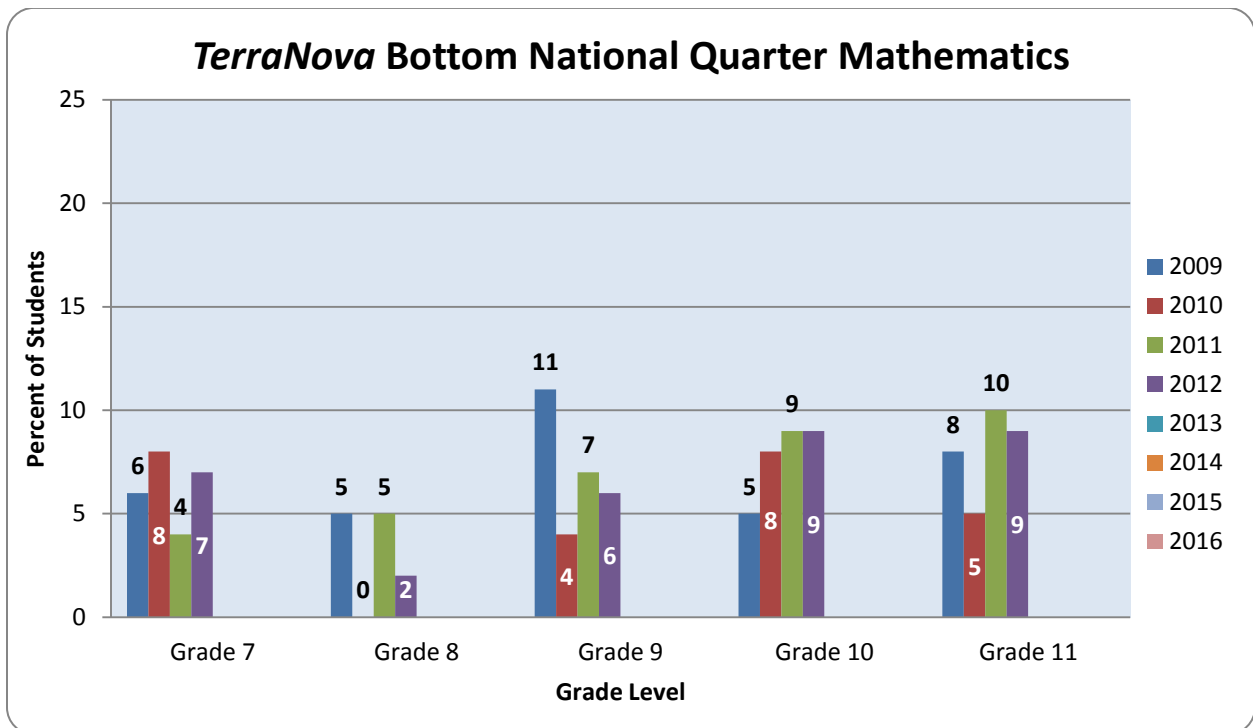
2011 Findings: TerraNova, 3rd Edition baseline

1. The difference in performance at the 7th grade is much higher than the performance of the comparison group or standard.
2. The difference in performance at the 8th grade is much higher than the performance of the comparison group or standard.
3. The difference in performance at the 9th grade is substantially higher than the performance of the comparison group or standard.
4. The difference in performance at the 10th grade is substantially lower than the performance of the comparison group or standard.
5. The difference in performance at the 11th grade is substantially higher than the performance of the comparison group or standard.

2012 Findings: TerraNova, 3rd Edition

1. The difference in performance at the 7th grade is
2. The difference in performance at the 8th grade is
3. The difference in performance at the 9th grade is
4. The difference in performance at the 10th grade is
5. The difference in performance at the 11th grade is

DATA DISPLAY: TerraNova Mathematics: Bottom National Quarter



Indicator of Success: There is a meaningful decrease in the percentage of students scoring in the bottom National Quarter as measured by the Mathematics portion of the TerraNova exam. (2009 Baseline)

2010 Findings: TerraNova, 3rd Edition baseline

1. The difference in performance at the 7th grade and the comparison group or standard is lower by enough to mention.
2. The difference in performance at the 8th grade is substantially higher than the performance of the comparison group or standard.
3. The difference in performance at the 9th grade is substantially higher than the performance of the comparison group or standard.
4. The difference in performance at the 10th grade is much lower than the comparison group or standard.
5. The difference in performance at the 11th grade is much higher than the performance of the comparison group or standard.

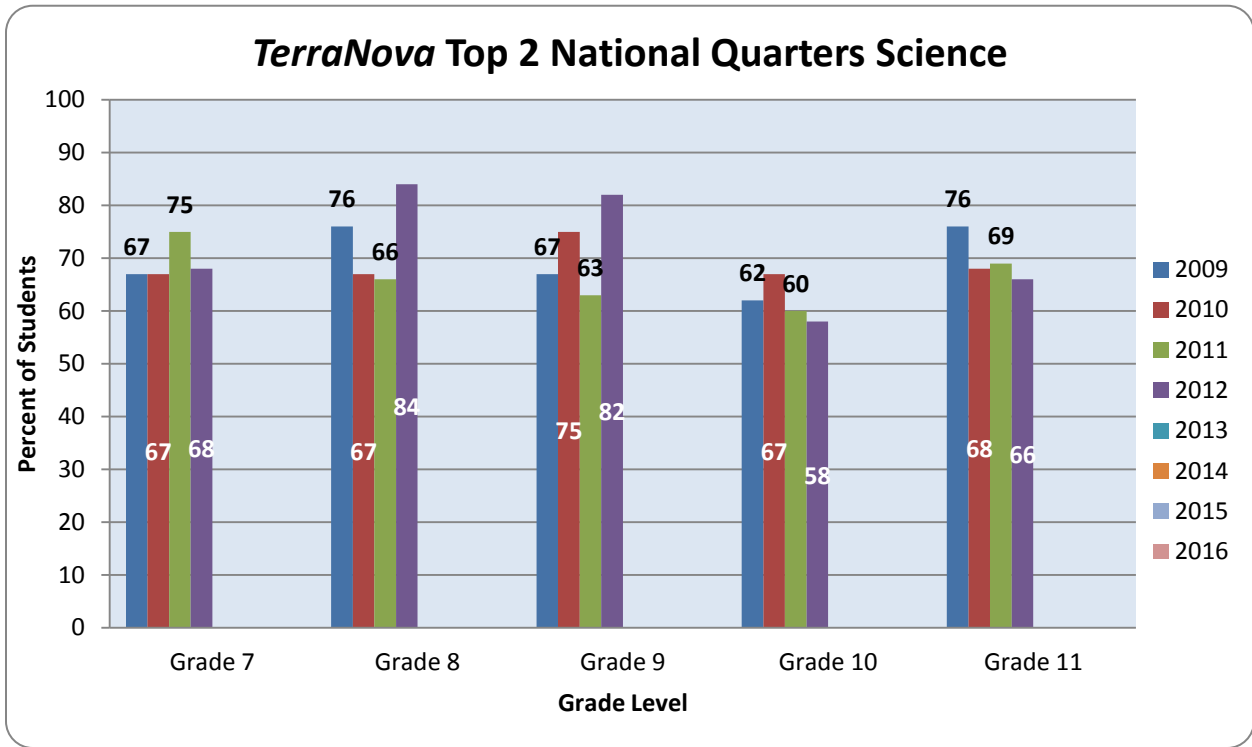
2011 Findings: TerraNova, 3rd Edition

1. The difference in performance at the 7th grade and the comparison group or standard is higher by enough to mention.
2. The difference in performance at the 8th grade and the comparison group or standard is not by enough to mention.
3. The difference in performance at the 9th grade is much higher than the performance of the comparison group or standard.
4. The difference in performance at the 10th grade is substantially lower than the comparison group or standard.
5. The difference in performance at the 11th grade and the comparison group or standard is higher by enough to mention.

2012 Findings: TerraNova, 3rd Edition

1. The difference in performance at the 7th grade is
2. The difference in performance at the 8th grade is
3. The difference in performance at the 9th grade is
4. The difference in performance at the 10th grade is
5. The difference in performance at the 11th grade is

DATA DISPLAY: TerraNova Science: Top Two National Quarters



Indicator of Success: There is a meaningful increase in the percentage of students scoring in the top two National Quarters as measured by the Science portion of the TerraNova exam. (2009 Baseline)

2010 Findings: TerraNova, 3rd Edition

1. The difference in performance at the 7th grade and the comparison group or standard is not enough to mention.
2. The difference in performance at the 8th grade is much lower than the comparison group or standard.
3. The difference in performance at the 9th grade is much higher than the performance of the comparison group or standard.
4. The difference in performance at the 10th grade and the comparison group or standard is higher by enough to mention.
5. The difference in performance at the 11th grade is much lower than the comparison group or standard.

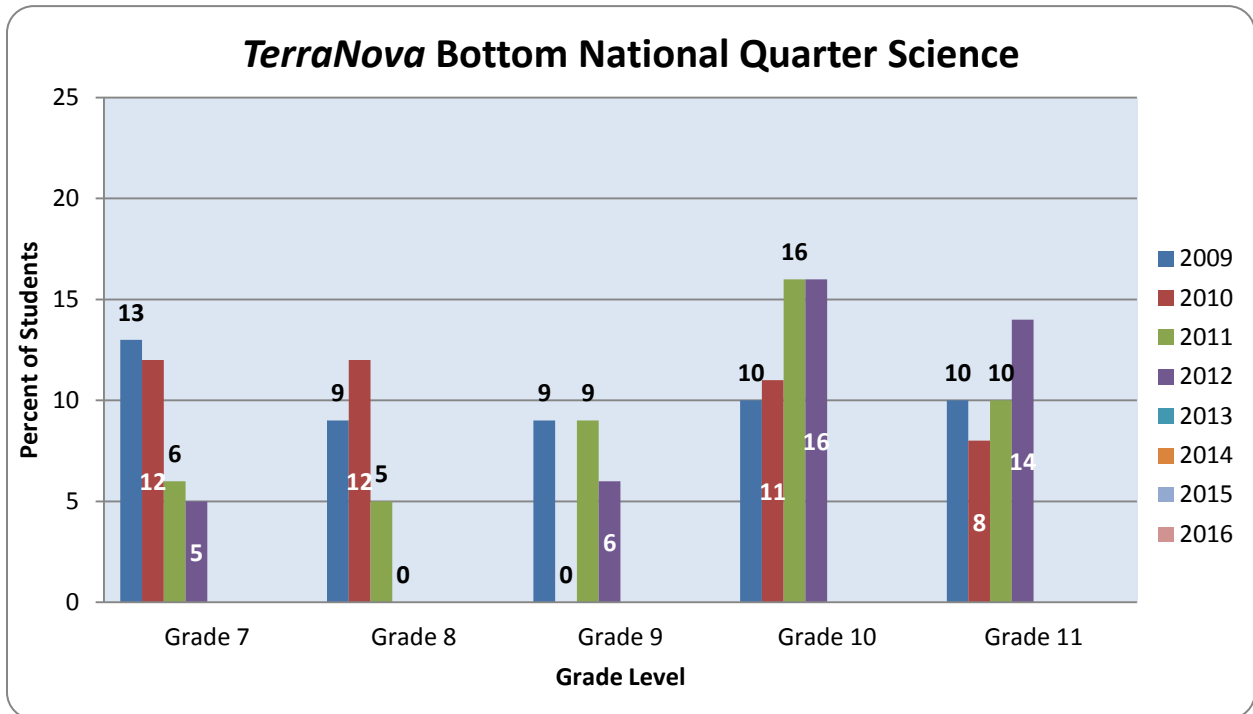
2011 Findings: TerraNova, 3rd Edition

1. The difference in performance at the 7th grade is much higher than the performance of the comparison group or standard.
2. The difference in performance at the 8th grade is substantially lower than the comparison group or standard.
3. The difference in performance at the 9th grade and the comparison group or standard is lower by enough to mention.
4. The difference in performance at the 10th grade and the comparison group or standard is not enough to mention.
5. The difference in performance at the 11th grade is much lower than the comparison group or standard.

2012 Findings: *TerraNova*, 3rd Edition

1. The difference in performance at the 7th grade is
2. The difference in performance at the 8th grade is
3. The difference in performance at the 9th grade is
4. The difference in performance at the 10th grade is
5. The difference in performance at the 11th grade is

DATA DISPLAY: *TerraNova* Science: Bottom National Quarter



Indicator of Success: There is a meaningful decrease in the percentage of students scoring in the bottom National Quarter as measured by the Science portion of the *TerraNova* exam. (2009 Baseline)

2010 Findings: *TerraNova*, 3rd Edition

1. The difference in performance at the 7th grade and the comparison group or standard is not enough to mention.
2. The difference in performance at the 8th grade and the comparison group or standard is lower by enough to mention.
3. The difference in performance at the 9th grade is substantially higher than the performance of the comparison group or standard.
4. The difference in performance at the 10th grade and the comparison group or standard is not enough to mention.
5. The difference in performance at the 11th grade and the comparison group or standard is higher by enough to mention.

2011 Findings: *TerraNova*, 3rd Edition

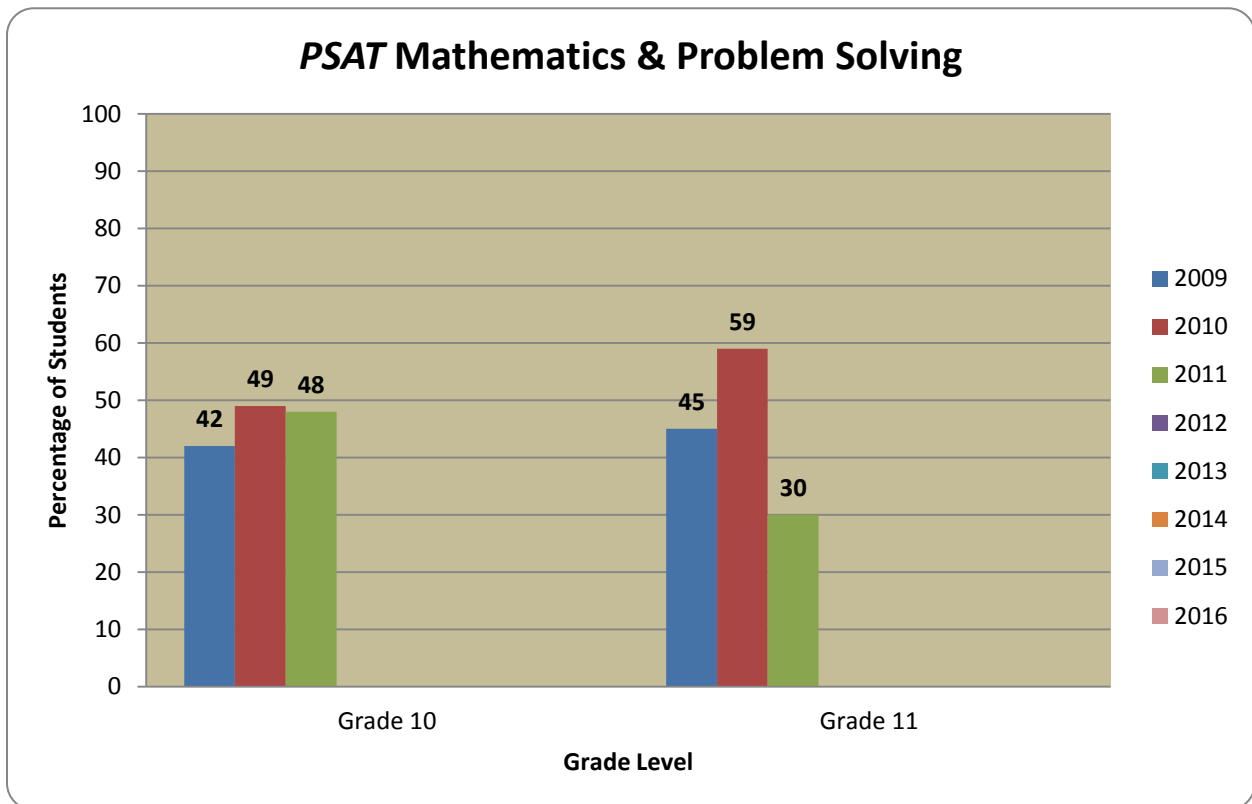
1. The difference in performance at the 7th grade is substantially higher than the performance of the comparison group or standard.

2. The difference in performance at the 8th grade is substantially higher than the performance of the comparison group or standard.
3. The difference in performance at the 9th grade and the comparison group or standard is not enough to mention.
4. The difference in performance at the 10th grade is much lower than the performance of the comparison group or standard.
5. The difference in performance at the 11th grade and the comparison group or standard is not enough to mention.

2012 Findings: TerraNova, 3rd Edition

1. The difference in performance at the 7th grade is
2. The difference in performance at the 8th grade is
3. The difference in performance at the 9th grade is
4. The difference in performance at the 10th grade is
5. The difference in performance at the 11th grade is

DATA DISPLAY: PSAT Mathematics



Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard of 42 for 10th grade and 45 for 11th grade or higher as measured by the PSAT on the Math Problem Solving section. (2009 Baseline)

2010 Findings: PSAT Mathematics

1. The difference in performance at the 10th grade and the comparison group or standard is higher by enough to mention.

2. The difference in performance at the 11th grade is substantially higher than the comparison group or standard.

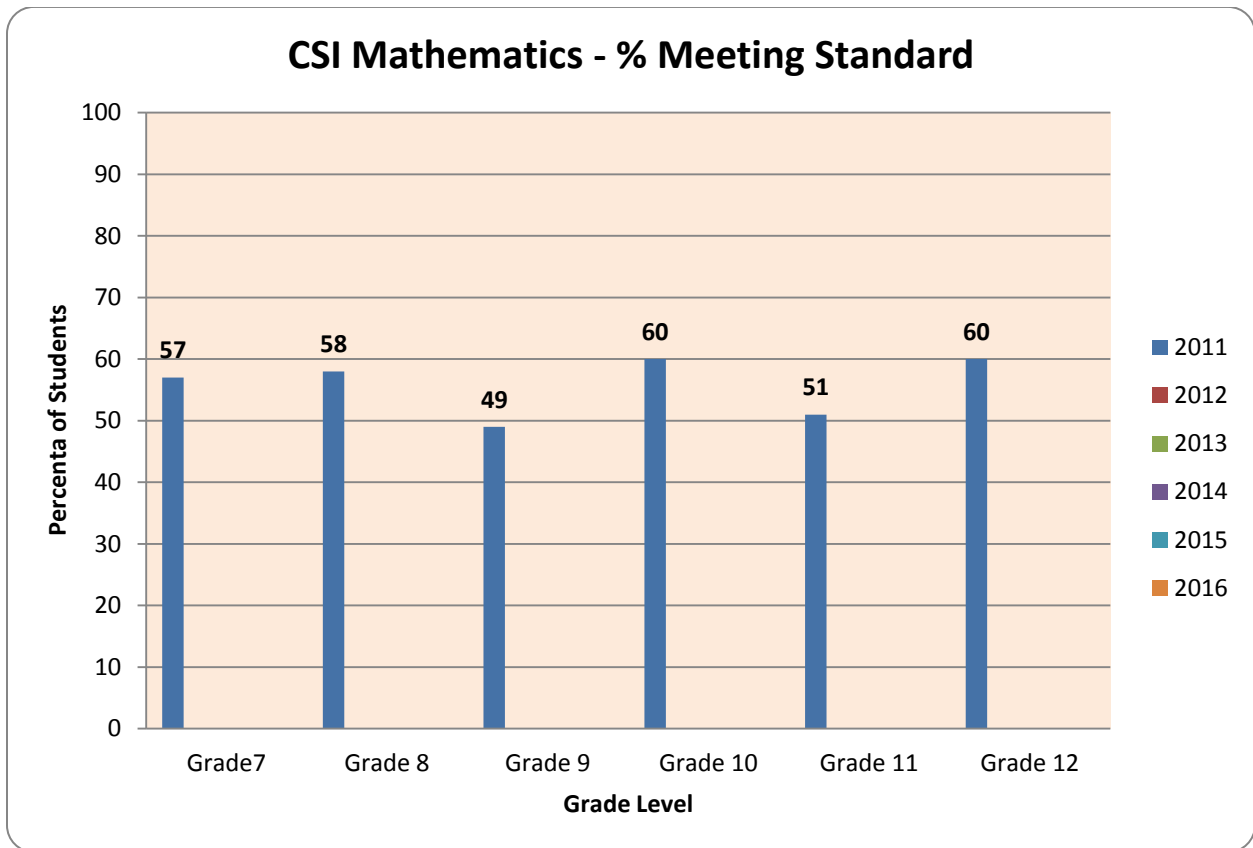
2011 Findings: PSAT Mathematics

1. The difference in performance at the 10th grade and the comparison group or standard is higher by enough to mention.
2. The difference in performance at the 11th grade is substantially lower than the comparison group or standard.

2012 Findings: PSAT Mathematics

1. The difference in performance at the 7th grade is
2. The difference in performance at the 8th grade is
3. The difference in performance at the 9th grade is
4. The difference in performance at the 10th grade is
5. The difference in performance at the 11th grade is

DATA DISPLAY: CSI Mathematics



Indicator of Success: There is a meaningful increase in the percentage of students scoring at the standard of 5 for 7th grade, 7 for 8th grade, 8 for 9th grade, 7 for 10th grade, 12 for 11th grade, and 8 for 12th grade or higher as measured by the CSI Mathematics assessment. (2011 Baseline)

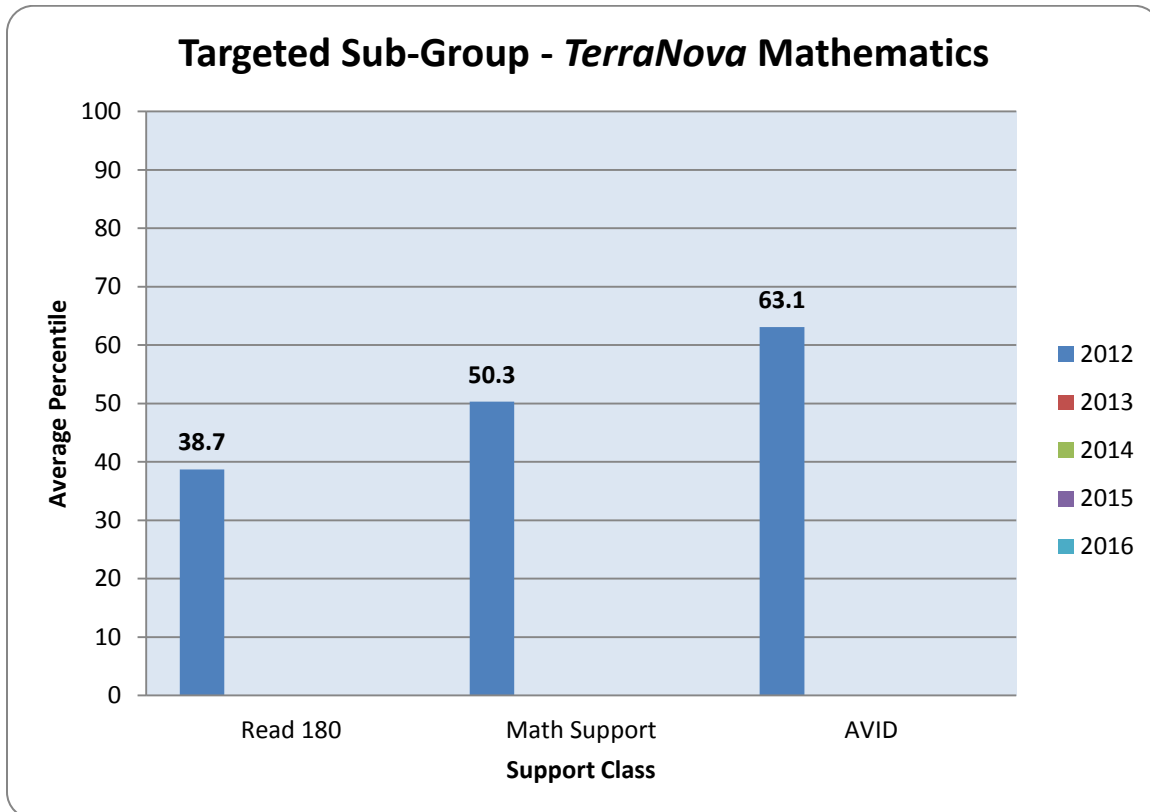
2012 Findings: CSI Mathematics Assessment

1. The difference in performance at the 7th grade is

2. The difference in performance at the 8th grade is
3. The difference in performance at the 9th grade is
4. The difference in performance at the 10th grade is
5. The difference in performance at the 11th grade is

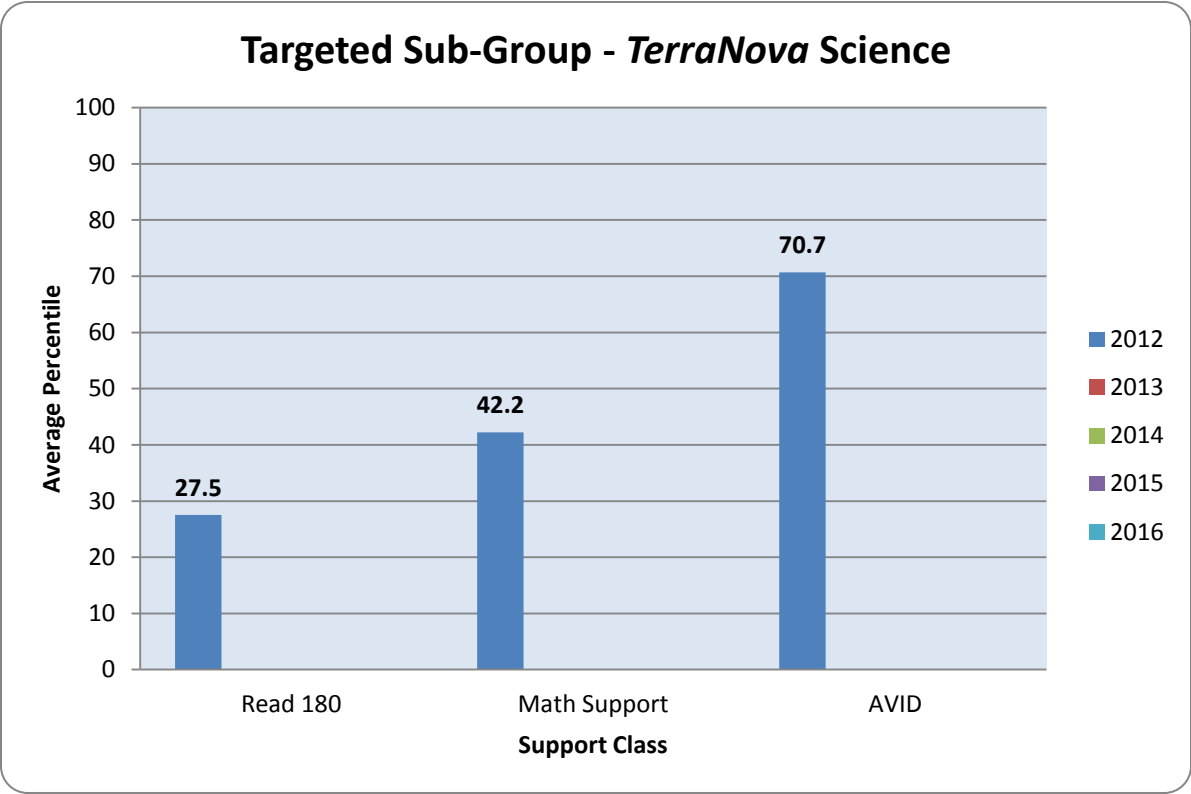
DATA DISPLAY FOR TARGETED SUB GROUP:

The Targeted Sub Group are those students receiving academic support in Math Support classes in Algebra or Geometry, Read 180, and AVID.



Indicator of Success: There is a meaningful increase in the average percentage score as measured on the Mathematics test of the *TerraNova* exam for the students in Support Classes. (2012 Baseline)

2013 Findings:



Indicator of Success: There is a meaningful increase in the average percentage score as measured on the Science test of the *TerraNova* exam for the students in Support Classes. (2012 Baseline)

2013 Findings:

ANALYSIS

Summary of student performance for TerraNova Mathematics: Top Two National Quarters:

2009: Baseline Year

2010: The number of students in the Top Two National Quarters meaningfully increased in 4 of 5 score comparisons and meaningfully decreased in 1 of 5 score comparisons and showed no meaningful change in 0 of 5 score comparisons in the *TerraNova Mathematics: Top Two National Quarters*.

2011: The number of students in the Top Two National Quarters meaningfully increased in 4 of 5 score comparisons and meaningfully decreased in 1 of 5 score comparisons and showed no meaningful change in 0 of 5 score comparisons in the *TerraNova Mathematics: Top Two National Quarters*.

2012: The number of students in the Top Two National Quarters meaningfully increased in of 5 score comparisons and meaningfully decreased in of 5 score comparisons and showed no meaningful change in of 5 score comparisons in the *TerraNova Mathematics: Top Two National Quarters*.

Summary of student performance for TerraNova Mathematics: Bottom National Quarter:

2009: Baseline Year

2010: The number of students in the Bottom National Quarter meaningfully decreased in 3 of 5 score comparisons and meaningfully increased in 2 of 5 score comparisons and showed no meaningful change in 0 of 5 score comparisons in the *TerraNova Mathematics: Bottom National Quarters*.

2011: The number of students in the Bottom National Quarter meaningfully decreased in 2 of 5 score comparisons and meaningfully increased in 2 of 5 score comparisons and showed no meaningful change in 1 of 5 score comparisons in the *TerraNova Mathematics: Bottom National Quarters*.

2012: The number of students in the Bottom National Quarter meaningfully decreased in of 5 score comparisons and meaningfully increased in of 5 score comparisons and showed no meaningful change in of 5 score comparisons in the *TerraNova Mathematics: Bottom National Quarters*.

Summary of student performance for TerraNova Science: Top Two National Quarters:

2009: Baseline Year

2010: The number of students in the Top Two National Quarters meaningfully increased in 2 of 5 score comparisons and meaningfully decreased in 2 of 5 score comparisons and showed no meaningful change in 1 of 5 score comparisons in the *TerraNova Science: Top Two National Quarters*.

2011: The number of students in the Top Two National Quarters meaningfully increased in 1 of 5 score comparisons and meaningfully decreased in 3 of 5 score comparisons and showed no meaningful change in 1 of 5 score comparisons in the *TerraNova Science: Top Two National Quarters*.

2012: The number of students in the Top Two National Quarters meaningfully increased in of 5 score comparisons and meaningfully decreased in of 5 score comparisons and showed no meaningful change in of 5 score comparisons in the *TerraNova Science: Top Two National Quarters*.

Summary of student performance for TerraNova Science: Bottom National Quarter:

2009: Baseline Year

2010: The number of students in the Bottom National Quarter meaningfully decreased in 2 of 5 score comparisons and meaningfully increased in 1 of 5 score comparisons and remained unchanged in 2 of 5 score comparisons in the *TerraNova Science: Bottom National Quarter*.

2011: The number of students in the Bottom National Quarter meaningfully decreased in 2 of 5 score comparisons and meaningfully increased in 1 of 5 score comparisons and remained unchanged in 2 of 5 score comparisons in the *TerraNova Science: Bottom National Quarter*.

2012: The number of students in the Bottom National Quarter meaningfully decreased in of 5 score comparisons and meaningfully increased in of 5 score comparisons and remained unchanged in of 5 score comparisons in the *TerraNova Science: Bottom National Quarter*.

Summary of student performance for PSAT Math Problem Solving:

2009: Baseline Year

2010: The students' median scores at the standard or higher as measured by the PSAT meaningfully increased in 2 of 2 score comparisons and meaningfully decreased in 0 of 2 score comparisons and remained unchanged in 0 of 2 score comparisons in the *PSAT Math Problem Solving* section.

2011: The students' median scores at the standard or higher as measured by the PSAT meaningfully increased in 1 of 2 score comparisons and meaningfully decreased in 1 of 2 score comparisons and remained unchanged in 0 of 2 score comparisons in the *PSAT Math Problem Solving* section.

2012: The students' median scores at the standard or higher as measured by the PSAT meaningfully increased in of 2 score comparisons and meaningfully decreased in of 2 score comparisons and remained unchanged in of 2 score comparisons in the *PSAT Math Problem Solving* section.

Summary of student performance for CSI Mathematics & Problem Solving assessment

2011: Baseline Year

2012: The students' median scores at the standard or higher as measured by the CSI Mathematics & Problem Solving assessment meaningfully increased in of 6 score comparisons and meaningfully decreased in of 6 score comparisons and remained unchanged in of 6 score comparisons in the *CSI Mathematics & Problem Solving* section.

Targeted Sub Group

The Targeted Sub Group are those students receiving academic support in Math Support classes in Algebra or Geometry, Read 180, and AVID.

Summary of student performance for TerraNova Mathematics: Targeted Sub-Group:

2012: Baseline Year

2013:

Summary of student performance for TerraNova Science: Targeted Sub-Group:

2012: Baseline Year

2013:

Impact of each intervention on student performance:

The School Improvement Plan was modified during the Spring of 2011.

Action needed: (How will the School Improvement Plan be modified in light of these assessment results?) The School Improvement Plan was modified during the Spring of 2011.

Which intervention(s) will continue? Why? The School Improvement Plan was modified during the Spring of 2011.

Which intervention(s) will be modified? How? The School Improvement Plan was modified during the Spring of 2011.

Which intervention(s) will be discontinued? Why? The School Improvement Plan was modified during the Spring of 2011.

PART V: DOCUMENTATION REPORT

(A documentation report will be developed when you have baseline data and at least two consecutive years of meaningful increases in student performance on this goal, and the school has made the decision that they have met this goal.) To facilitate the completion of this report, please complete the first 2 items of the executive summary.

Selection of Goals:

Student Performance Goal #2:

All students will improve proficiency in numeracy in all content areas.

- By June 2016, all students will increase their proficiency in numeracy skills using instructional interventions implemented in all curricular areas as measured by the *TerraNova* Multiple Assessments, 3rd edition and other System-wide and school based assessments. The targeted areas are meaning of numbers, proficiency in computation, and communicating data effectively.

Essence of the goal:

Numeracy is the ability to interpret, evaluate, and convey numbers effectively.

We chose this goal based on triangulating the following data sources:

- Surveys of Instructional Practices and the DoDEA Customer Satisfaction Surveys.
- The *TerraNova* Multiple Assessments, 3rd Edition
- *PSAT* – Math and Problem Solving subtest

Selection of Interventions:

The selection of the WICR intervention was determined by consensus after a two month research of research and data driven Literacy interventions by the CSILT at the May 2011 staff development/in-service day in May 2011. The CSILT presented alternative interventions and once again, all stakeholders were included in the selection process and the selection was made by consensus after debate.

ADDENDUM 1: DoDEA CURRICULAR STANDARDS RELATED TO THE GOAL

English Language Arts (DoDEA Standards updated June 2009)

Grade 7

7E1: Reading

7E1c: Comprehension and Analysis of Literary Text / Analysis of Grade-Level-Appropriate Literary Text

7E1c.3: Analyze characterization

7E1c.4: Identify and analyze themes which appear in many different works.

7E1c.7: Analyze the influence of the setting on the problem and its resolution.

7E1c.8: Analyze the relevance of the setting to mood, tone, and meaning of the text.

Research Application

7E2b.7: Write or deliver research reports that:

a. Utilize a systematic research process which defines the topic, gathers information, determines credibility, and reports findings.

b. Collect information from a variety of sources (such as books, technology, multimedia, online databases).

c. Demonstrate information has been summarized and the topic has been refined through this process.

d. Document sources independently by using a consistent format for citations.

e. Demonstrate sources have been evaluated for accuracy, bias, and credibility.

f. Organize information by categorizing and sequencing, and demonstrate the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Grade 8

8E1: Reading

8E1b: Comprehension and Analysis of Nonfiction and Informational Text

8E1b.1: Compare and contrast the features and elements of consumer materials to gain meaning from documents.

8E1b.2: Analyze text that uses proposition (statement of argument) and support patterns.

8E1b.3: Analyze the structure, format, and purpose of informational materials.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

8E1b.6: Use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.

Analysis of Grade-Level Appropriate Text

8E1c.2: Evaluate the structural elements of the plot (such as subplots, parallel episodes, and climax), the plot's development, and the way in which conflicts are or are not addressed and resolved.

8E1c.3: Compare and contrast the motivations and reactions of literary characters from different historical eras who confront similar situations and conflicts or similar hypothetical situations.

8E1c.4: Analyze the importance of the setting to the mood, tone, and meaning of the text.

8E1c.5: Identify and analyze recurring themes (good versus evil) that appear frequently across traditional and contemporary works.

8E1c.7: Contrast points of view (such as first person, third person, third person limited and third person omniscient, and subjective and objective) in narrative text and explain how they affect the overall theme of the work.

8E1c.8: Analyze the relevance of setting (to include places, times, and customs) to mood, tone, and meaning of text

Literary Criticism

8E1c.9: Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

8E2: Writing

Component: Research and Technology (Plan, Conduct, Achieve, Create)

Component: Evaluation and Revision (Review, Evaluate, Revise)

8E2b: Applications (Different Types of Writing and Their Characteristics) Same as in 7E2b
Research Applications

8E2b.7: Write or deliver research reports developed using a systematic research process. (Define, Gather, Use, Demonstrate, Organize, Cite resources)

Grade 9

9E1b: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand a variety of grade-level-appropriate nonfiction such as biographies, autobiographies, books in many different subject areas, magazines, essays, speeches, newspapers, reference and technical materials, and online information.

Component: Structural Features of Informational and Technical Materials

9E1b.1: Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

Component: Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

9E1b.4: Synthesize the content from several sources or works by a single author dealing with a single issue. Paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

Component: Expository (Informational) Critique

9E1b.7: Critique the logic of functional documents by examining the sequence of information and anticipating possible reader misunderstandings.

9E1c: Comprehension and Analysis of Literary Text (Explain, Compare, Contrast)

Component: Analysis of Grade-Level-Appropriate Literary Text (Analyze, Determine, Compare, Interpret and Evaluate, Explain, Identify and Describe)

Component: Literary Criticism

9E2: Writing

Component: Organization and Focus

Component: Research Process and Technology (Formulate research questions, Compile information, Develop ideas with supporting evidence, Synthesize information, Integrate Quotations, Utilize conventional documentation)

9E2b: Applications (Different Types of Writing and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000-1,500 words or more.) Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and research, organizational, and drafting strategies. Writing demonstrates an awareness of the audience and purpose for writing

Component: Research Application

9E2b.9: Write and deliver research reports developed using a systematic research approach (**Define,**

Component: Analysis and Evaluation of Oral and Media Communication

9E3a.7: Make judgments about the ideas under discussion and support those judgments with convincing evidence.

9E3a.8: Compare and contrast the ways in which media genres (such as televised news, online databases, news magazines, documentaries, and online information) cover the same event.

9E3a.9: Analyze historically significant to find the rhetorical devices and features that make them memorable.

9E3a.10: Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

9E3a.11: Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.

9E3a.12: Analyze the types of arguments used by the speaker to include argument by causation, analogy, authority, emotion, and the use of sweeping generalizations.

Grade 10

Structural Features of Informational and Technical Materials

10E1b.1: Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.

10E1b.2: Analyze, evaluate, and elaborate on ideas presented in primary or secondary sources.

10E1b.4: Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.

Component: Expository (Informational) Critique

10E1b.5: Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.

Component: Structural Features of Literature

10E1c.2: Analyze the purposes and the characteristics of different forms of dramatic literature to include comedy, tragedy, and dramatic monologue

10E1c.3: Compare and contrast the presentation of a similar theme or topic to explain how genre shapes the theme or topic.

Component: Analysis of Grade-Level-Appropriate Text

10E1c.4: Evaluate interactions among characters in a literary text and explain how those interactions affect the plot.

10E1c.5: Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.

10E1c.6: Compare works that express a universal theme and provide evidence to support the views expressed in each work.

10E1c.7: Evaluate an author's development of time and sequence, including the use of literary devices such as foreshadowing or flashback.

10E1c.8: Evaluate the significance of various literary devices (figurative language, imagery, allegory, and symbolism) and explain their appeal

10E1c.9: Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and inconsistencies in a text.

Component: Literary Criticism

10E1c.13 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

10E1c.14 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

10E2: Writing**Component: Research Process and Technology**

10E2a.7: Synthesize information from multiple sources; identify complexities and inconsistencies in the information and the different perspectives found in each medium to include almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.

10E2a.10 Use a computer to design and publish documents by using advanced publishing software and graphic programs.

Component: Evaluation and Revision

Grade 11

Component: Structural Features of Informational and Technical Materials

11E1b.1: Analyze both the features and the rhetorical devices of different types of public documents

Component: Expository (Informational) Critique

11E1b.5: Critique the power, validity, and truthfulness of arguments set forth in public documents, speeches, or essays, their appeal to both friendly and hostile audiences, and the extent to which the arguments anticipate and address reader concerns and counterclaims.

Component: Structural Features of Literature

11E1c.1: Analyze characteristics of subgenres such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Component: Analysis of Grade-Level Appropriate Text

11E1c.2: Analyze the way in which theme represents a view on life, using textual evidence to support the claim

11E1c.3: Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical and/or aesthetic purposes.

11E1c.4: Analyze ways in which poetry or prose use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

11E1c.5: Analyze or evaluate historical works of literary or cultural significance that:

a. Reflect a variety of genres in each of the respective historical periods.

b. Were written by important authors in the respective major historical periods.

c. Reveal contrasts in major themes, styles, and trends.

d. Reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of the time.

11E1c.6: Analyze the way in which authors have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

Component: Literary Criticism

11E1c.7: Analyze the clarity and consistency of political assumptions, beliefs, or intentions in a selection of literary works or essays on a topic.

11E1c.8: Analyze the philosophical arguments in literary works to determine the quality of the work and the credibility of the characters.

Strand: 11E2: Writing

Component: Organization and Focus (Discuss, Demonstrate, Use literary elements, Structure ideas/arguments with examples, Use rhetorical devices and creative language)

Component: Research Process and Technology

11E2a.8: Use systematic strategies to organize and record information (such as anecdotal scripting or annotated bibliographies).

Component Evaluation and Revision

11E2a.11: Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.

11E2b.3: Write academic essays (such as analytical essays, persuasive essays, research reports, summaries, explanations, descriptive pieces, and literary analyses) that:

- a. Develop a thesis.
- b. Create an organizing structure appropriate to purpose, audience, and context
- c. Include accurate information from primary and secondary sources.
- d. Exclude extraneous information.
- e. Make valid inferences and supports judgments with relevant and substantial evidence with well-chosen details.
- f. Use technical terms and notations correctly.
- g. Provide a coherent conclusion.

11E2b.5: Write historical investigation reports that:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Component: Analysis and Evaluation of Oral and Media Communication

11E3a.9: Analyze strategies used by the media to inform, persuade, entertain, and transmit culture

11E3a.10: Analyze the impact of the media on the democratic process at the local, state, and national levels.

11E3a.11: Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers.

11E3a.14: Analyze the four basic types of persuasive speech (to include propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

11E3a.15: Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness

Grade 12

Component: Structural Features of Informational and Technical Materials

12E1b.1: Analyze both the features and the rhetorical devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

Component: Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

12E1b.2: Analyze the way in which clarity of meaning is affected by the repetition of the main ideas, patterns of organization of language, and word choice in the text.

12E1b.3: Verify and clarify facts presented in several types of expository texts by using a variety of public or historical documents, such as government, consumer, or workplace documents.

12E1b.5: Analyze an author's implicit and explicit assumptions and beliefs about a subject.

Component: Expository (Informational) Critique

12E1b.6: Critique the power, validity, and truthfulness of arguments set forth in public documents, speeches, or essays; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

12E1c.6: Evaluate the ways in which authors use archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

12E1c.7: Analyze recognized works of British literature from a variety of authors that:

- a. Contrast the major literary forms, techniques, and characteristics from different major literary periods
- b. Relate literary works and authors to the major themes and issues of their literary period.
- c. Evaluate the influences (philosophical, political, religious, ethical and social) of the historical period that shaped the characters, plot, and setting.

Component: Literary Criticism

12E1c.9: Evaluate the clarity and consistency of political assumptions (statements that assume that something is true) in a selection of literary works or essays on a topic.

12E1c.10: Evaluate the philosophical arguments in literary works and the use of dialogue to reveal characterization to determine whether the author's positions have contributed to the quality of the work and the credibility of the characters.

Component: Analysis and Evaluation of Oral and Media Communication

12E3a.9: Analyze strategies used by the media to inform, persuade, entertain, and transmit culture

12E3a.10: Analyze the impact of the media on the democratic process at the local, state, and national levels.

12E3a.11: Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers, such as graphic artists, documentary filmmakers, illustrators, and news photographers.

12E3a.12: Critique a speaker's use of words and language to the purpose of an oral communication and the impact the words may have on the audience.

12E3a.14: Analyze the four basic types of persuasive speech and understand the similarities and differences in their patterns of organization and the uses of persuasive language, reasoning, and proof.

12E3a.15: Analyze the techniques used in media messages for a particular audience, and evaluate their effectiveness.

DoDEA English Language Learners Proficiency Standards

Goal 2: Cognitive Academic Language Development

Students will demonstrate English proficiency through cognitive academic language development in all school subjects to include language arts, mathematics, the sciences, and social studies.

Standard 2.2 Use English to obtain, process, construct, and provide subject matter information in spoken and written form

2.2.1 Listens to, speaks, reads, and writes about subject matter information

2.2.2 Hypothesizes and predicts

2.2.3 Demonstrates knowledge through application in a variety of contexts

Standard 2.3 Use appropriate learning strategies to construct and apply academic knowledge

2.3.1 Applies reading comprehension skills

2.3.2 Uses context to construct meaning

2.3.3 Takes notes to record important information and aids own learning

2.3.4 Knows how and when to use cognitive and metacognitive strategies

Mathematics (DoDEA Standards updated Aug 2009)

Grade 7

7M1: Numbers and Operations

7M1a: Use, interpret and compare numbers in several equivalent forms

7M1c: Identify and use ratio and proportion to represent quantitative relationships

7M1d: Describe the difference between rational and irrational numbers

7M1f: Explain the relationship, meaning, and effects of arithmetic operations with the set of integers

7M2: Algebra

7M2a: Represent and analyze relations and functions with tables, graphs, words, algebraic expressions, and equations

7M2b: Explain relationships between graphs of lines and the corresponding equation

7M2e: Model and solve equations using inverse operations

7M2g: Analyze functional relationships to explain how a change in one quantity results in a change in the other

7M2h: Identify and explain the use of variables

7M3: Geometry

7M3a: Identify and apply conditions that show two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures

7M3b: Use proportional reasoning to describe and express relationships between similar and congruent figures

7M3c: Classify and identify triangles by side and angle measurement and polygons as regular or irregular and/or by the number of sides

7M3d: Recognize and explain the following attributes of a circle

7M4: Measurement

7M4a: Select and use appropriate tools and units of measure when measuring and calculating angles, surface areas, and volumes of rectangular prisms

7M4b: Analyze the structure and uniformity of the metric system and contrast with the customary system

7M4c: Identify and apply formulas to determine the surface area and volume of rectangular prisms

7M4e: Recognize and differentiate between surface area and volume, and demonstrate that two objects may have the same surface area, but different volumes or may have the same volume, but different surface areas

7M5: Data Analysis and Probability

7M5a: Create and interpret different plots and graphs

7M5b: Analyze the effect of graphing decisions on graphical representation

7M5d: Explain how measures of central tendency are affected by extremes

7M5e: Find and make predictions based on the line of best fit

7M5f: Identify possible misuses of measures of central tendency

7M5g: Use proportionality and probability to make and test conjectures about the results of experiments and simulations

7M5h: Describe multiple outcomes of compound independent events.

Grade 8

M1 Numbers and Operations

8M1b: Explain the meaning of exponents that are negative and zero

8M1c: Use scientific, exponential, and calculator notation to express very large or small numbers

8M1e: Explain and use the additive and multiplicative identities and the additive and multiplicative inverses

8M1f: Apply order of operations to simplify expressions and perform operations involving numbers written in exponential notation or radical form

8M1g: Estimate and solve problems that include rational numbers, ratios, and proportions

M2 Algebra

8M2a: Identify and describe patterns and sequences by finding the n th term

8M2b: Identify functions as linear or nonlinear and contrast their properties using tables, graphs, or equations

8M2c: Analyze relationships between linear equations and their graphs by connecting the meaning of intercepts and slope to the context of the situation

8M2d: Use symbolic algebra to represent situations and to solve problems involving linear and nonlinear relationships

8M2e: Recognize, generate and justify equivalent forms of algebraic expressions.

8M2g: Represent situations using systems of linear equations and solve graphically

8M2h: Represent and solve problems using various representations

8M2j: Analyze changes in linear relationships using graphs

8M2k: Describe and compare how changes in a linear equation affect the related graph

M3 Geometry

8M3a: Know and apply relationships among the angles, side lengths, perimeters, areas, and volumes of similar objects

8M3b: Verify the Pythagorean Theorem

8M3c: Apply the Pythagorean Theorem to determine if a triangle is a right triangle or to find a missing side of a right triangle

8M3d: Identify and describe angle relationships formed by parallel lines cut by a transversal using appropriate terminology

8M3f: Use geometric models to represent and explain numerical and algebraic relationships

M4 Measurement

8M4b: Use formulas to a specified level of precision in finding the surface area and volume of prisms, pyramids and cylinders and the volume of spheres and cones

M5 Data Analysis and Probability

8M5a: Know and use the correct graphical representations for discrete and continuous data

8M5b: Find, interpret, and use measures of center, quartile, and interquartile range to compare two sets of data

Algebra 1

A1.1 Number Sense and Operations

Students recognize and use properties and laws for operations with real numbers and algebraic expressions. Students analyze relationships among real numbers and ways of representing numbers.

A1.2 Polynomials

Students will perform basic operation and apply basic factoring techniques on polynomials.

A1.3 Linear Equations and Inequalities

Students will recognize linear patterns and work with a variety of representations for linear relations to solve problems.

A1.4 Quadratic Functions and Equations

Students graph quadratic functions and solve problems involving quadratic relationships. (Recognize, Describe, Determine solutions using formulas, explain relationships, translate, Graph and interpret)

A1.5 Data Analysis

Students display data in a variety of forms and approximate linear models for appropriate data. (Select, Create, and Interpret, Approximate)

Algebra 2

A2.1 Students analyze complex numbers and perform basic operations with them.

Students investigate the relationship between complex numbers and other real numbers. Students analyze quadratic relationships with complex solutions. (Define, Demonstrate, Determine, and Interpret)

A2.2 Sequences and Series

Students define and use arithmetic and geometric sequences and series to solve problems. (Determine, Explain and use, Prove and use formulas, Solve problems)

A2.3 Exponential and Logarithmic Functions

Students analyze the inverse relationship between exponents and logarithms. (Explain and use properties and laws, Understand and use functions)

A2.4 Conic Sections

Students analyze equations and graphs for conic sections (circle, ellipse, parabola, and hyperbola). (Describe connections, Identify characteristics, Use techniques)

A2.5 Functions and Relations

Students analyze relations, functions and their graphs. (Describe, Solve, Determine function, Describe characteristics, Explain the meaning)

Geometry

G.1: Points, Lines, Angles, and Planes

Students understand the relationship between geometric ideas and their representation.

G.1.1: Demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning;

G.1.2: Construct congruent segments and angles, angle bisectors, and parallel and perpendicular lines using a straight edge and compass, explaining and justifying the process used.

G.2: Triangles

Students identify and describe various kinds of triangles (right, acute, scalene, isosceles, etc.) They prove that triangles are congruent or similar and use properties of these triangles to solve problems.

G.2.1: Identify necessary and sufficient conditions for congruence and similarity in triangles, and use these conditions in proofs;

G.2.2: Use the triangle angle sum theorem and/or the Pythagorean Theorem and its converse, to solve simple triangle problems and justify results;

G.2.3: Solve problems involving the basic trigonometric ratios of sine, cosine, and tangent;

G.2.4: Explain and use the triangle inequality theorem to solve problems;

G.2.5: Explain and use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles.

G.3: Polygons and Circles

Students identify and describe polygons (triangles, quadrilaterals, pentagons, hexagons, etc.) using terms such as regular, convex, and concave.

G.3.1: Identify and describe characteristics of convex, concave, and regular polygons

G.3.2: Describe, classify, and explain relationships among the quadrilaterals square, rectangle, rhombus, parallelogram, trapezoid, and kite

G.3.3: Identify and determine the measure of central and inscribed angles and their associated minor and major arcs. Recognize and solve problems associated with radii, chords, and arcs within or on the same circle

G.3.4: Determine the sum of both the interior and exterior angle measures of a polygon;

G.3.5: Determine and use measures of sides and of interior and exterior angles of triangles, quadrilaterals, and other polygons to classify figures, develop mathematical arguments about geometrical relationships, and solve problems.

G.4: Coordinate Geometry

Students understand the relationship of lines and circles with coordinate systems.

G.4.1: Demonstrate an understanding of the relationship between geometric representation in a coordinate plane and algebraic models of lines and circles;

G.4.2: Construct the results (using technology when appropriate), and interpret transformations of figures in the coordinate plane, e.g., translations, reflections, rotations, scale factors, and the results of successive transformations. Apply transformations to the solutions of problems;

G.4.3: Use coordinate geometry to prove properties of polygons such as regularity, congruence, and similarity;

G.4.4: Explain the relationship between scale factors and their inverses and to apply scale factors to scale figures and drawings;

G.4.5: Prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.

G.5: Measurement

Students convert between units of measures and use rates and scale factors to solve problems. They compute the perimeter, area, and volume of geometric objects. They investigate how perimeter, area, and volume are affected by changes of scale.

G.5.1: Determine the perimeter, circumference, and area of common geometric figures such as parallelograms, trapezoids, circles, and triangles;

G.5.2: Given the formula, determine the lateral area, surface area, and volume of prisms, pyramids, spheres, cylinders, and cones;

G.5.3: Explain how changes in the measurement of one attribute of an object affect changes in other attributes;

G.5.4: Determine how changes in dimensions affect the perimeter, area and volume of common geometric figures and solids;

G.5.5: Use different degrees of precision in measurement, explain the reason for using a certain degree of precision, and apply estimation strategies to obtain reasonable measurements with appropriate precision for a given purpose.

G.6: Proof and Reasoning

Students apply geometric skills to making conjectures, using axioms and theorems, understanding the converse and contra positive of a statement, constructing logical arguments, and writing geometric proofs.

G.6.1: Construct and judge the validity of a logical argument and give counterexamples to disprove a statement;

G.6.2: Prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles;

G.6.3: Use properties of congruent and similar triangles, quadrilaterals, and other polygons to solve problems;

G.6.4: Prove and use theorems involving the properties of parallel lines cut by a transversal, similarity, congruence, triangles, quadrilaterals, and circles;

G.7: Probability

Students use appropriate statistical methods to analyze data and calculate probability through independent/dependent events and compound events (including geometric probability).

G.7.1: Use sampling or simulation to construct empirical probability distributions to compare and explain corresponding theoretical probabilities;

G.7.2: Describe, create, and analyze a sample space, then calculate the probability;

G.7.3: Use the concept of conditional probability and independent events to apply and interpret the results of an event

Discrete Mathematics

DM.1: Students use counting techniques to solve problems

DM.1.2: Apply the fundamental counting principle to determine the number of outcomes in a problem situation and solve problems using combinatorial reasoning;

DM.1.3: Use probability to make predictions and solve problems;

DM.1.4: Use simulations to solve counting and probability problems;

DM.2: Students use matrices to solve problems.

DM.2.1: Model problems using matrices and apply matrix operations (including row reduction and inverses) to solve them;

DM.2.2: Use matrix representation to model polygons, and transformations;

DM.3: Students use recursive techniques to solve problems.

DM.3.1: Use Recursive Thinking to solve problems;

DM.3.2: Use finite differences to solve problems;

DM.4: Students use graph theory to solve problems.

DM.4.1: Use vertex-edge graphs to model and solve problems;

DM.4.2: Use critical path analysis to solve scheduling problems;

DM.4.3: Use graph coloring techniques to solve problems;

DM.4.4: Use minimal spanning trees to solve problems;

DM.4.5: Use Bin-packing techniques to solve problems;

DM.4.6: Use fair division techniques to divide continuous objects;

DM.4.7: Use fair division techniques to solve apportionment problems;

DM.4.8: Use Linear Programming to minimize or maximize a variable subject to constraints;

DM.5: Students use game theory and election theory to solve problems.

DM.5.1: Use game theory to analyze situations and select strategies which obtain preferred outcomes for players;

DM.5.2: Use election theory techniques to analyze election data;

DM.5.3: Use weighted voting techniques to decide voting power within a group.

Mathematics Analysis/Pre-Calculus

MA1: Students analyze relations, functions and their graphs.

MA1.1: Describe characteristics of functions and translate

MA1.2: Describe behavior of a function and connect these concepts to functions represented

MA1.3: Explain the fundamental theorem of algebra and determine solutions for a polynomial equation

MA1.5: Write a rational function from its written description

MA1.6: Solve rational equations and inequalities and verify the solutions

MA1.7: Relate the slope of a tangent line at a specific point on a curve to the instantaneous rate of change. Explain the significance of a horizontal tangent line. Apply these concepts to the solution of problems

MA1.8: Determine the inverse of a given function and describe its graph

MA2: Students analyze Trigonometric functions.

MA.2.4: Graph trigonometric functions and describe domain, range, intercepts, periods, amplitudes, and asymptotes of trigonometric functions

MA.2.5: Describe, interpret, and predict the effects of the parameters a , b , and c have on period, amplitude, and phase shift for the graph of $y = a \sin(b(x - c))$; similarly for the cosine and tangent

MA.2.7: Solve problems involving applications of trigonometric functions including those that require the use of angle sum and difference formulas, half-angle formulas and double-angle formulas for sines, cosines, and tangents;

MA.2.8: Apply the laws of sines and cosines to solving problems;

MA.2.9: Explain the basic trigonometric identity $\cos 2x + \sin 2x = 1$ and prove that it is equivalent to the Pythagorean Theorem;

MA.2.10: Use basic trigonometric identities to verify other identities and simplify expressions.

Science (DoDEA Standards updated Aug 2009)

Grade 7

7Sa: The student will demonstrate an understanding of technological design and scientific inquiry, including process skills, mathematical thinking, controlled investigative design and analysis, and problem solving. (Explain the relationships)

7Sb: The student will demonstrate an understanding of the structure and function of cells, cellular reproduction, and heredity. (Life Science) (Summarize structures and functions, Explain how, Summarize how, Use ___ to predict)

7Sc: The student will demonstrate an understanding of the functions and interconnections of the major human body systems, including the breakdown in structure or function that disease causes. (Life Science) (Explain the effects of)

7Sd: The student will demonstrate an understanding of how organisms interact with and respond to the biotic and abiotic indicators of their environment. (Earth Science, Life Science) (Summarize the characteristics, Explain the interaction among changes, Classify)

7Se: The student will demonstrate an understanding of the classifications and properties of matter and the changes that matter undergoes. (Physical Science) (Classify, Compare, Distinguish between, Explain how)

Grade 8

8Sa: The student will demonstrate an understanding of technological design and scientific inquiry, including process skills, mathematical thinking, controlled investigative design and analysis, and problem solving. (Design, Recognize, Construct conclusions, Explain the importance)

8Sb: The student will demonstrate an understanding of Earth's biological diversity over time. (Life Science, Earth Science) (Summarize, Explain, Infer, Illustrate)

8Sc: The student will demonstrate an understanding of materials that determine the structure of Earth and the processes that have altered this structure. (Earth Science)
(Summarize, Explain, Infer, Illustrate)

8Sd: The student will demonstrate an understanding of the characteristics, structure, and predictable motions of celestial bodies. (Earth Science) (Summarize, Explain how)

8Se: The student will demonstrate an understanding of the effects of forces on the motion of an object. (Physical Science) (Use formula to solve real-world problems, Analyze the effect, Predict)

8Sf: The student will demonstrate an understanding of the properties and behaviors of waves. (Physical Science) (Distinguish between, Summarize, Explain)

Biology

Ba: The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (General hypotheses, Design a scientific investigation, Organize and interpret, Evaluate,)

Bb: The student will demonstrate an understanding of the structure and function of cells and their organelles. (Compare, Explain,)

Bc: The student will demonstrate an understanding of the flow of energy within and between living systems. (Summarize, Explain)

Bd: The student will demonstrate an understanding of the molecular basis of heredity.
(Compare, Summarize, Predict, Exemplify by application)

Be: The student will demonstrate an understanding of biological evolution and the diversity of life.
(Summarize, Explain, Exemplify evidence)

Bf: The student will demonstrate an understanding of the interrelationships among organisms and the biotic and abiotic indicators of their environments. (Illustrate the processes, Exemplify the role, Explain how)

Chemistry

Ca: The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (Design a scientific investigation, Organize and interpret, Evaluate the results)

Cb: Students will demonstrate an understanding of atomic structure and nuclear processes. (Analyze a chart)

Cc: The student will demonstrate an understanding of the structures and classifications of chemical compounds. (Predict, Interpret, Explain, Illustrate, Classify, Explain the effect)

Cd: The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions. (Apply, Illustrate, Predict)

Ce: The student will demonstrate an understanding of the structure and behavior of the different phases of matter. (Analyze the changes, Apply the concept or the laws, Predict, Illustrate and interpret)

Cf: The student will demonstrate an understanding of the nature and properties of various types of chemical solutions. (Summarize the process, Compare, Illustrate, Carry out, Distinguish between, Use a variety of procedures, Represent, Analyze)

Chemistry Applications

CAa: Chemistry Applications: Scientific Inquiry

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (Apply established rules, Design a scientific investigation, organize and interpret, Evaluate the results or design)

CAb: Chemistry Applications: Structure and Properties of Matter

The student will demonstrate an understanding of the structure and properties of atoms.

(Compare and explain, Explain the trends, Predict the change, Explain the consequences)

CAc: Chemistry Applications: Structure and Properties of Matter

The student will demonstrate an understanding of various properties and classifications of matter. (Distinguish properties, Infer the applications, illustrate the differences, Classify, Compare, Explain the processes, Clarify solutions)

CAd: Chemistry Applications: Structure and Properties of Matter

The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds. (Classify, Predict, Distinguish between, Summarize characteristics and evidence, Apply a procedure,)

CAe: Chemistry Applications: The Interactions of Matter and Energy

The student will demonstrate an understanding of the nature of forces and motion.

CAf: Chemistry Applications: The Interactions of Matter and Energy

The student will demonstrate an understanding of the nature, conservation, and transformation of energy. (Summarize the process, Use a variety of procedures)

Physics

Pa: The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (Apply established rules, Design a scientific investigation, Organize and interpret, Evaluate results and conclusions, Communicate and defend)

Pb: The student will demonstrate an understanding of the principles of force and motion and relationships between them. (Apply formulas, Interpret, Distinguish, Explain)

Pc: The student will demonstrate an understanding of the conservation, transfer, and transformation of mechanical energy. (Apply and explain, Compare)

Pd: The student will demonstrate an understanding of the properties of electricity and magnetism and the relationships between them. (Recognize and explain, Summarize, Analyze relationships, Differentiate, Predict)

Pe: The student will demonstrate an understanding of the properties and behaviors of mechanical and electromagnetic waves. (Analyze relationships, Compare or distinguish properties,)

Pf: The student will demonstrate an understanding of the properties and behaviors of sound. (Apply formulas, Explain relationships and variables)

Pg: The student will demonstrate an understanding of the properties and behaviors of light and optics. (Illustrate, Compare, Identify and Explain)

Ph: The student will demonstrate an understanding of nuclear physics and modern physics. (Compare, Predict, Apply, Interpret, Explain)

Pi: The student will demonstrate an understanding of the principles of fluid mechanics. (Predict, Apply procedures, Explain factors)

Pj: The student will demonstrate an understanding of the principles of thermodynamics. (Summarize, Apply concepts, Differentiate)

Physics Applications

PAa: The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (Generate hypotheses, Design a scientific investigation, Organize and interpret, Evaluate the results, Compare the processes)

PAb: The student will demonstrate an understanding of the structure and properties of atoms. (Illustrate, Explain the trends, Predict, Explain the consequences)

PAc: The student will demonstrate an understanding of various properties and classifications of matter. (Distinguish, Infer, Classify)

PAd: The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical. (Explain the process, Summarize evidence or characteristics)

PAe: The student will demonstrate an understanding of the nature of forces and motion.

PAf: The student will demonstrate an understanding of the nature, conservation, and transformation of energy. (Explain the factors or relationships, Use a formula to solve)

Earth and Space Science

ESa: The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (Apply established rules, design a scientific investigation, Organize and interpret, Evaluate results, conclusions, or technological design)

ESb: Astronomy

Students will demonstrate an understanding of the structure and properties of the universe. (Summarize properties or evidence, Classify, Compare, Explain technology and computer modeling)

ESc: Solid Earth

Students will demonstrate an understanding of the internal and external dynamics of solid Earth. (Summarize theories and evidence, Explain the differentiation, Analyze, Classify)

ESd: Earth's Atmosphere

The student will demonstrate an understanding of the dynamics of Earth's atmosphere. (Summarize structure and changes, Explain relationships, Summarize causes and evidence, Predict)

ESe: Earth's Hydrosphere

The student will demonstrate an understanding of Earth's freshwater and ocean systems. (Summarize, illustrate, Explain, Analyze)

ESf: The Paleobiosphere

Students will demonstrate an understanding of the dynamic relationship between Earth's conditions over geologic time and the diversity of its organisms. (Summarize, Recall, Match methods, Infer explanations)

Environmental Science

ESa: Standard ES-1: The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (Generate hypotheses, Design a scientific investigation, Organize and interpret, Evaluate a technological design, Compare the processes)

ESb: The student will identify and describe current environmental issues, and considers of the role of beliefs, attitudes, and values in proposing solutions to environmental problems. (Utilize research methods, Evaluate, Explain, Identify)

ESc: The student will identify the effect of human activities on natural processes and interrelationships within ecosystems. (Provide evidence, Describe, Evaluate, Identify the effects, Assess the costs and benefits)

ESd: The student will identify a variety of Earth's finite natural resources, assess the availability and sustainability of resources. (Explain, Interpret, Analyze, Infer the effects, Hypothesize)

ESe: The student will explain how geochemical cycles and ecological processes on Earth interact through time to cycle matter and energy and how human activity can alter the rates of these processes. (Generate examples and predictive hypotheses, Organize pathways)

ESf: The student will analyze ecology as interrelationships, explain the transfer of matter and energy within ecosystems, relate the theory of biological evolution to geologic time and addresses speciation and biodiversity in the context of the environment. (Assess the value, Relate the importance, Identify the factors, Differentiate)

Marine Biology

Ma: The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. (Generate hypotheses, Design a scientific investigation, Organize and interpret, Evaluate the results)

Mb: The student will describe the behavior of organisms and hypothesizes the relationship to nervous and endocrine systems and various external stimuli. (Compare and contrast)

Mc: Relates the theory of biological evolution to geologic time and addresses speciation, biodiversity, natural selection, and biological classification. (Analyze patterns,)

Md: Analyzes ecology as interrelationships of biotic and abiotic factors and explains the transfer of matter and energy within ecosystems. (Explain why, Hypothesizes, Compare and contrast, Model)

Social Studies (DoDEA Standards updated Aug 2009)

Standards adapted, by permission, California Department of Education, CDE Press, 1430 N Street, Suite 3207, Sacramento, CA 95814.

- **Citizenship** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic. (Evaluate, Define and demonstrate)
- **Culture** Social studies programs should include experiences that provide for the study of culture and cultural diversity. (Examine and Analyze)

- **Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time. (Evaluate)
- **Space and Place:** Social studies programs should include experiences that provide for the study of space and place. (Assess, Recognize interrelationships)
- **Individual and Identity:** Social studies programs should include experiences that provide for the study of development individual development and identity. (Identify behaviors, Develop ability to resolve disputes)
- **Individuals and Institutions:** Social studies programs should provide for the study of the interaction among groups and individuals, groups, and institutions. (Analyze and Identify)
- **Production, Distribution, and Consumption:** Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services. (Describe, Analyze)
- **Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance. (Investigate, Discuss, Examine, Analyze)
- **Science, Technology, and Society:** Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society. (Examine affects, Explain and apply, Analyze and apply)
- **Global Connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence. (Identify and discuss, describe, evaluate)

Grade 7: World Geography

7SS1: Students analyze the major geographic characteristics and regions of the Middle East, Asia, Africa, and Central and South America using geography, recent history, and technology.(Locate, Analyze, Describe, Evaluate)

7SS2: Students examine the influence of economic systems found in nations of the Middle East, Asia, Africa, and Central and South America. (Analyze, Explain, Describe economic systems, analyze influence of competition, compare and contrast standard of living, etc)

7SS3: Students examine recent historical events and leaders that contributed to the development of nations in modern Middle Eastern, Asian, African, and Central and South American nations from the 1980's to today. (Analyze and compare, understand challenges in the regions, discuss important trends in the regions)

7SS4: Students compare and analyze the different forms of governments in the Middle Eastern nations, Asia, Africa, and Central and South America. (Examine, Compare, Define, Identify, and Analyze)

7SS5: Students identify economic, social, and political connections among cultures in the Middle East, Asia, Africa, and Central and South America. (Analyze, contrast, examine impact of cultural diffusion,, etc.,)

Social Studies Skills

- Chronological and Spatial Thinking
- Research, Evidence, and Point of View
- Historical Interpretation

Grade 8: United States History and Geography: Growth and Conflict to 1877

8SS2: Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. (Appraise, Analyze, Evaluate, Discuss, Understand the significance, Enumerate, Describe)

8SS4: Students analyze the aspirations, ideals and life of the people of the new nation. (Describe, Explain, Analyze, Discuss)

8SS5: Students analyze U.S. foreign policy in the early Republic. (Enumerate, Illustrate, Compare)

8SS6: Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast. (Discuss, Outline, Explain reasons, Examine, Trace the development, Identify)

8SS7: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced. (Describe the development; Trace the origins, (Examine, Compare)

8SS8: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced. (Discuss, Describe, Evaluate, Examine)

8SS9: Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. (Compare and contrast, Recognize, Describe the significance)

8SS10: Students analyze the multiple causes, key events, and complex consequences of the Civil War. (Compare the conflicting interpretations, Trace, Identify, Analyze, Compare and Contrast, Describe critical developments, Explain)

8SS11: Students analyze the characteristics and lasting consequences of Reconstruction. (Examine the aims, Identify factors, Outline the effects, Trace the rise, Understand and analyze)

8SS12: Students analyze the transformation of the American economy and the changing social political conditions following Reconstruction. (Trace patterns, Identify reasons, Explain, Compare and contrast, identify the significance)

Historical Interpretation

8SSK10: Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.

8SSK11: Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

Skills: 8SSK13: Students recognize that interpretations of history are subject to change as new information is uncovered.

8SSK14: Students interpret basic indicators of economic performance and conduct cost benefit analysis of economic and political issues.

Grade 9: World History: Civilizations

9SS3: Students examine the antecedents, origins, development, and achievements of the classical civilizations of Greece and Rome from 2000 B.C.E. to 500 C.E. (Trace the origins, Describe the institutions, influence, and impact, Identify and explain the significance, Analyze the major events, Compare and contrast city states, Describe the rise of power, Explain and analyze causes, conditions, and consequences)

9SS4: Students will trace the development and impact of major civilizations, states, and empires in different regions of Asia from 1000 B.C.E. to 1500 C.E. (Trace, Examine, Interpret, Compare, Explain influences, Describe and connect, Evaluate rise and expansion)

9SS5: Students will trace the development and impact of major civilizations, states, and empires in different regions of Africa from 1000 B.C.E. to 1500 C.E. (Trace the rise and fall, explain origins)

9SS6: Students will trace the development and impact of major civilizations, states, and empires in different regions of the Americas from 1000 B.C.E. to 1500 C.E. (Describe origins and importance, Compare and contrast)

9SS7: Students will examine the political, economic, social, and cultural development of Europe, which influenced the rise of Western Civilization from 500 to 1000. (Analyze, Evaluate, Describe, Explain rise and achievements, Define and evaluate)

9SS8: Students will examine the political, economic, social, religious, and cultural development of Europe, which influenced the rise of Western Civilization from 1000 to 1500. (Evaluate, Explain causes and consequences)

Social Studies Skills (SSK):

The intellectual skills noted below are to be learned through, and applied to, the content standards for grade nine. They are to be assessed *only in conjunction with* these content standards. Students demonstrate the following intellectual, reasoning, reflection, and research skills.

Chronological and Spatial Thinking

9SSK1: Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

9SSK2: Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and political but also values and beliefs.

9SSK3: Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

9SSK4: Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

9SSK5: Students distinguish valid arguments from fallacious arguments in historical interpretations.

9SSK7: Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

9SSK8: Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

9SSK13: Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

9SSK14: Students conduct cost-benefit analyses and apply basic economic indicator to analyze the aggregate economic behavior of the world economy.

Grade 10: World History: The Modern World

10SS1: Students analyze the effects of the Renaissance in Europe. (Describe, Explain, Relate, Examine advances, Analyze the impact)

10SS2: Students analyze the historical developments of the Reformation. (Explore the causes, Describe the ideas, Explain practices and influences, Identify and locate)

10SS3: Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason). (Trace development of ideas, Influences, Discuss exchanges, Examine the origins, Examine movements)

10SS4: Students compare and contrast the Revolutions of America, France, and Latin America and their enduring effects on Global political expectations for self-government and individual liberty. (Compare philosophic ideas, principles of laws, impact)

10SS5: Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States. (Analyze and examine factors and changes, trace growth, summarize changes, analyze patterns, describe emergence of Romanticism)

10SS6: Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries; Africa, Southeast Asia, China, India, Latin America, or the Philippines. (Describe rise of economies, identify impact, compare and contrast struggles in colonies)

10SS7: Students analyze the causes and trace the course of the First World War. (Compare and contrast, Analyze the effect, Appraise the nature, Examine)

10SS8: Students analyze the effects of the First World War. (Compare, Evaluate, Describe, Analyze,)

10SS9: Students analyze the rise of totalitarian governments after World War I. (Describe causes and consequences, Trace rise of power)

10SS10: Students analyze the causes and consequences of World War II. (Compare drives for empire, Evaluate key concepts, Locate, Discuss turning points, Compare and contrast leaders, Analyze policies, Examine)

10SS11: Students analyze the international development in the post- World War II world. (Compare power shifts, Analyze the causes of the Cold War & Chinese Civil War, Describe Eastern European uprisings, Understand Nationalism in the Middle East, Discuss the work of the UN, SEATO, NATO, etc)

8SS12: Students analyze the integration of countries into the information, technological, and communications revolutions (television, satellites, and computers). (Describe Information Age and impact on politics, etc)

Chronological and Spatial Thinking

10SSK1: Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

10SSK2: Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and political but also values and beliefs.

10SSK3: Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

Historical Research, Evidence, and Point of View

10SSK5: Students distinguish valid arguments from fallacious arguments in historical interpretations.

10SSK6: Students identify bias and prejudice in historical interpretations.

10SSK8: Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

10SSK11: Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

Grade 11: United States History: Continuity and Change in the Twentieth and Twenty-first Centuries

11SS2: Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty. (Analyze, Explain, Describe, Examine, Discuss)

- 11SS3:** Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe and Asia. (Evaluate, Analyze, Trace, Discuss, Examine)
- 11SS5:** Students analyze the major political, social, economic, technological, and cultural developments of the 1920's. (Compare and contrast, Analyze, Describe, Evaluate, Discuss, Explain)
- 11SS6:** Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government. (Describe, Explain, Discuss, Analyze consequences)
- 11SS7:** Students analyze U.S. participation in World War II. (Identify, Examine, Identify, Discuss issues and impact, Describe, Critique)
- 11SS8:** Students analyze U.S. foreign policy in the emerging Cold War and its aftermath. (Analyze, Trace, Discuss, Compare and contrast)
- 11SS9:** Students analyze the economic boom and social transformation of post-World War II America. (Trace the impact, growth, advances, Examine, Describe, Analyze, Discuss, Evaluate, Understand)
- 11SS10:** Students analyze the development of "The New Frontier", "The Great Society" and federal civil rights and voting rights. (Evaluate, Examine, Analyze)
- 11SS11:** Students analyze the major social problems, domestic and economic policy issues and foreign policy in contemporary American society. (Discuss reasons, Analyze, Describe, Explain, Trace, Examine, Illustrate, Identify, Evaluate)

Chronological and Spatial Thinking

- 11SSK1:** Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- 11SSK2:** Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and political but also values and beliefs.
- 11SSK3:** Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

Historical Research, Evidence, and Point of View

- 11SSK5:** Students distinguish valid arguments from fallacious arguments in historical interpretations.
- 11SSK6:** Students identify bias and prejudice in historical interpretations.
- 11SSK7:** Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
- 11SSK8:** Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

- 11SSK9:** Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- 11SSK10:** Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
- 11SSK13:** Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
- 11SSK14:** Students conduct cost-benefit analyses and apply basic economic indicator to analyze the aggregate economic behavior of the U.S. economy.

Grade 12: American Government

- 12SSAG2:** Students formulate and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured. (Examine, Explain, Discuss, Analyze, Describe)
- 12SSAG3:** Students formulate and defend positions on what the fundamental values and principles of civil society are including the autonomous sphere of voluntary personal, social, and economic relations that are not part of government, their interdependence, and the meaning and importance of those values and principles for a free society. (Explain, Examine, Evaluate, Compare)
- 12SSAG4:** Students compare and contrast the unique roles and responsibilities of the three branches of government established by the U.S. Constitution. (Analyze, Examine, Illustrate, Identify, Discuss, Appraise)
- 12SSAG6:** Students evaluate issues regarding campaigns for national state, and local elective offices. (Analyze, Describe, Examine, Discuss, Evaluate, Explain)

12SSAG7: Students analyze and compare the powers and procedures of national, state, tribal, and local governments. (Explain, Identify, Define, Discuss, Compare, Evaluate)

12SSAG8: Students formulate and defend positions on the influence of the media on American political life. (Evaluate, Analyze, Examine, Explain)

12SSAG9: Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles. (Compare, Discuss, Differentiate, Describe, Identify)

12SSAG10: Students analyze the influence of the federal government on the American economy. (Evaluate, Identify, Compare, Analyze)

12SSAG11: Students analyze current events, formulate questions and discuss the impact and implications on their daily lives and future.

Chronological and Spatial Thinking

12SSKAG1: Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

12SSKAG2: Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and political but also values and beliefs.

12SSKAG3: Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

Historical Research, Evidence, and Point of View

12SSKAG5: Students distinguish valid arguments from fallacious arguments in historical interpretations.

12SSKAG7: Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

12SSKAG8: Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

12SSKAG11: Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

12SSKAG13: Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

12SSKAG14: Students conduct cost-benefit analyses and apply basic economic indicator to analyze the aggregate economic behavior of the U.S. economy.

Grade 12: Economics

12SSE1: Students understand common economic terms, concepts and economic reasoning and make connections to their daily lives. (Examine, Explain, Identify, Evaluate, Compare and contrast)

12SSE2: Students analyze the elements of America's market economy in a global setting and its impact on their community, state, country or host nation. (Understand, Trace, Explain, Analyze, Examine, Identify effect, Evaluate, Describe)

12SSE3: Students analyze the influence of the federal government on the American economy. (Evaluate, Identify, Compare, Analyze)

12SSE4: Students analyze the elements of the U.S. labor market in a global setting. (Illustrate, Analyze, Evaluate, Summarize the effects)

12SSE5: Students analyze the aggregate economic behavior of the U.S. economy. (Distinguish, Compare)

12SSE6: Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United State's borders. (Analyze, Compare, Interpret, Explain)

12SSE7: Students analyze issues of personal finance and decision-making, and apply reliable information to personal financial decisions. (Find and evaluate, Develop, Assess)

Psychology

PSS1: Students will understand the development of psychology as a science by analyzing its historical development, research, strategies, philosophical approaches and identifying ethical issues. (Describe, Explain, Compare, Provide examples)

PSS2: Students will explain developmental patterns in humans. (Differentiate, Describe, Identify, Compare, Summarize, Examine)

PSS3: Students will investigate the structure, biochemistry and circuitry of the brain and nervous system to understand their roles in affecting behavior, including the ability to distinguish between sensation and perception. (Identify, Compare and contrast, Outline structures, Understand)

PSS4: Students will recognize that personality is a relatively stable pattern of behaviors, thoughts, motives and emotions that characterize the individual. (Compare, Discuss, Describe, Define, Explain, Analyze)

PSS5: Students will understand how organisms adapt to their environment through learning, information processing and memory. (Analyze, Define, Identify, Examine, Compare and contrast, Demonstrate, Describe, Critique, Explain)

PSS6: Students will understand the causes and attributes of different mental disorders and the varying treatment options available to assist those who are afflicted. (Describe factors, Identify and illustrate, Compare and contrast, Evaluate)

PSS7: Students will understand the different psychological and physiological factors that affect human motivation and emotion while investigating the concept of human consciousness. (Describe, List and explain, Identify, Compare and contrast, Discuss, Analyze)

PSS7: Students will understand the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes and the influences of the group on the individual. (Discuss, State influences, Describe, Evaluate, Assess, Define, Explain)

Music Education (DoDEA Standards updated Feb 2010)

Grades 7- 8

Assessment of Music

- Evaluates/assesses musical traits in own and performances of others

Connections to Other Disciplines

- Makes links between music and other curricular areas

Grades 9–12

Musical Performance

- Interprets standard symbols and terms for tempo, articulation, and expression
- Analyzes various aural examples and indicates use of elements of music and expressive devices

History and Culture

- Classifies music according to genre, style, medium, historical period, and culture
- Compares and contrasts music from various styles and cultures

Assessment of Music

- Uses specific criteria for critical evaluations of quality and effectiveness of musical works
- Uses specific criteria for evaluating personal musical work
- Compares musical work to similar or exemplary works

Connections to Other Disciplines

- Integrates music with other disciplines

Technology Integration

- Uses a variety of technological tools to access musical information and resource materials
- Creates simple musical work using variety of technological tools with increased competency

Visual Arts (DoDEA Standards)

Grades 7 -12

• Media, Techniques, and Processes

- Demonstrates increasing proficiency in the production of two-and three dimensional artwork
- Understands and analyzes elements and principles of color theory

• Structures and Functions

Communicates ideas, solves visual problems, and develops personal expression with increased proficiency in artwork

• Subject Matter, Symbols, and Ideas

Creates artwork to communicate intended meaning using a variety of sources

Considers and compares sources for subject matter, symbols and ideas in artwork

- **History and Culture**
Recognizes and describes artwork according to artist and style
Compares and contrasts artwork in terms of history, aesthetics, and culture
- **Characteristics and Merits of Work**
Analyzes artwork using a formal evaluation system to determine merit without bias
Describes and analyzes visual characteristics of artwork using visual art Terminology (9-12)
- **Connections to Other Disciplines**
Applies visual art problem-solving skills to other disciplinary studies
- **Technology Integration**
Creates original artwork by accessing and manipulating images from a variety of sources
Creates a portfolio that demonstrates increased technological competency and complexity (9-12)

Health Education: (DoDEA Standards adopted 2009)

Grades 9–12

HESK Health Literacy Skills

Demonstrating health literacy skills lead to personal family and community health. The student will:

- HLH301SK1:** access valid health information;
- HLH301SK2:** practice health-enhancing behavior;
- HLH301SK3:** analyze influences on health;
- HLH301SK4:** use interpersonal communications skills to enhance health;
- HLH301SK5:** use goal setting and decision making skills to enhance health;
- HLH301SK6:** advocate for health.

HE1 Personal and Community Health

Practicing personal hygiene, health habits, and health promotion leads to lifelong wellness. The student will:

- HLH301HE1a:** evaluate the impact of technology on personal, family, and community health;
- HLH301HE1b:** analyze how family, peers, and community influence the health of the individual;
- HLH301HE1c:** evaluate health practices that reduce the risk of health problems during adulthood;
- HLH301HE1d:** investigate environmental health risks in the community,
- HLH301HE1e:** evaluate claims made by promoters of health-related products and services.

HE2 Safety and Injury Prevention Following safe practices prevents injury, sudden illness, child abuse and child neglect. The student will:

- HLH301HE2a:** evaluate the prevalence of risk taking behaviors related to accidents, unintentional injuries, bullying, and violence among adolescents and young adults;
- HLH301HE2b:** analyze short- and long-term consequences of safe, risky, and harmful behaviors;
- HLH301HE2c:** demonstrate personal safety strategies for preventing/avoiding unsafe and violent situations in the home, at school, and in the community;
- HLH301HE2d:** demonstrate steps for CPR and the Heimlich maneuver;
- HLH301HE2e:** analyze choices related to driving and transportation safety; and
- HLH301HE2f:** distinguish risk factors that are controllable and uncontrollable for the student's age group.

HE3 Nutrition and Physical Activity

Healthful nutrition and physical activity contribute to growth and energy and prevent chronic diseases. The student will:

- HLH301HE3a:** analyze physical inactivity and obesity trends in children, adolescents, and adults in the United States since 1995;
- HLH301HE3b:** analyze internal and external influences on food choices and eating habits.
- HLH301HE3c:** determine the relationships among food purchase, storage, and preparation practices to food safety and nutritional value; and
- HLH301HE3d:** investigate school, family, and community sources for maintaining balanced nutrition,
- HLH301HE3e:** explain the relationship among eating behaviors, physical activity and emotional health.

HE4 Mental Health

Mental health is essential to general well-being. The student will:

- HLH301HE4a:** identify signs and symptoms of mental illness (physical and emotional stress, eating disorders, clinical depression) and potential suicide;

HLH301HE4b: analyze verbal and nonverbal skills needed to develop and maintain healthful interpersonal relationships;

HLH301HE4c: describe the influences of group identity on development of self esteem and relationships with others;

HLH301HE4d: analyze strategies to manage and diminish aggressive behaviors; including bullying, harassment, hazing and gangs;

HLH301HE4e: evaluate personal coping strategies that address deployments and military community life; and

HLH301HE4f: evaluate community mental health resources.

HE5 Alcohol, Tobacco, and Other Drugs

Drug use can be helpful or harmful. Misuse has consequences that may require intervention and treatment. The student will:

HLH301HE5a: distinguish valid sources of information on recent trends related to teenage alcohol, tobacco, and other drug use;

HLH301HE5b: determine the importance of taking medicinal drugs in the dosage and duration as prescribed;

HLH301HE5c: summarize local alcohol and other drug-related laws, including driving-related laws;

HLH301HE5d: evaluate local community resources for alcohol, tobacco, and other drug-related interventions and treatments available to teenagers and adults;

HLH301HE5e: set personal goals for resisting negative peer pressure;

HLH301HE5f: demonstrate positive coping strategies to avoid the use of alcohol, tobacco, and other illicit drugs; and

HLH301HE5g: assess preconceptions regarding the use of alcohol, tobacco and other drugs among adolescents

HE6 Family Life and Human Sexuality

Developmental changes prepare one for adult roles in the family and society. The student will:

HLH301HE6a: explain the anatomy and physiology of the human reproductive system;

HLH301HE6b: determine responsibilities of healthful pregnancy and parenting.

HLH301HE6c: investigate relationship issues that promote expectations for healthful sexual relationships;

HLH301HE6d: explain routine preventive health practices;

HLH301HE6e: analyze how interpersonal communications affect relationships;

HLH301HE6f: evaluate the effectiveness of various methods of contraception,

HLH301HE6g: recognize that there are individual differences in growth and development, body image, gender roles and sexual orientation;

HLH301HE6h: describe strategies for preventing and reporting sexual discrimination, assault, harassment, and rape;

HLH301HE6i: analyze consequences of teenage pregnancy from different viewpoints; and

HLH301HE6j: evaluate HIV and STD prevention, treatment, and control.

Physical Education (DoDEA Standards adopted 2009)

Grade 7

PESK Personal and Social Development Skills

Physical activity provides opportunities for self expression and social development and interaction.

- **7PESK9:** self-initiate behaviors that contribute to personal and partner/group effort;
- **7PESK10:** adjust behavior to prevent/reconcile conflicts.

PE1 Motor Skills and Movement Patterns

- **7PE1a:** apply combinations of specialized motor skills and patterns with basic strategic and tactical skills in a variety of modified sports and other activities;

PE2 Physical Activity and Fitness

- **7PE2a:** analyze personal data on moderate-to-vigorous physical activity performed at school, at home, and in the community gathered using a pedometer;
- **7PE2c:** analyze personal health-related fitness based on results of participation in DoDEA Physical Fitness Assessment Program;

Grade 8

PESK Personal and Social Development Skills

Physical activity provides opportunities for self expression and social development and interaction.

PE1 Motor Skills and Movement Patterns

- **8PE1b:** demonstrate, without cue, critical elements in specialized skills related to sports

PE2 Physical Activity and Fitness

- **8PE2b:** analyze physical activities available for youth within the community that match personal interests and provide lifelong health benefits;
- **8PE2d:** design and implement a personal three-week plan to achieve reasonable health and/or skill-related physical fitness goals and evaluate one's progress;
- **8PE2e:** compare and contrast the use of heart-rate monitors and manual methods in maintaining intensity of aerobic activity within one's target heart-rate zone;

Required Personal Fitness (Grades 9–12)

PESK Personal and Social Development Skills

- **PEFPESK:** Physical activity provides opportunities for self expression and social development and interaction.

PEFPESK4: display a willingness to receive and use feedback to improve performance;

PEFPESK5: accept the decisions of and respond positively to teachers/officials in charge of games/activities;

PEFPESK6: choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;

PEFPESK9: self-initiate behaviors that contribute to personal and partner/group effort;

PEFPESK10: adjust behavior to prevent/reconcile conflicts.

PE2 Physical Activity and Fitness

- **PEFPE2** Balancing daily physical activity and proper nutrition contributes to lifelong fitness and wellness.

The student will:

PEFPE2a: engage in a self-assessment of health- and skill-related fitness;

PEFPE2b: analyze fitness assessment data, set goals, and implement a personal plan for physical fitness development;

PEFPE2c: apply FITT (frequency, intensity, time, and type) training principles to aerobic fitness development activities based on personal fitness goals;

PEFPE2d: evaluate personal fitness development plan and progress toward achievement of personal fitness goals;

PEFPE2e: analyze the relationship of aerobic fitness (cardiovascular and cardio-respiratory) to disease prevention and heart-rate recovery after vigorous physical activity;

PEFPE2f: record and analyze progress in reaching personal fitness development goals in a muscular stretching and strengthening program;

PEFPE2g: record and analyze progress in reaching personal fitness development goals in an aerobic fitness development program;

PEFPE2h: examine how physical fitness development can promote health and wellness throughout life;

PEFPE2i: identify reliable sources of fitness-related information on the Internet;

PEFPE2k: examine the relationship between proper posture, body mechanics, and efficient movement in selected physical fitness activities;

PEFPE2l: identify physical exercises that can be harmful to the body and explain why they should be avoided (e.g., neck circles, deep knee bends, double leg lifts, back arching); and

PEFPE2m: examine the roles that proper nutrition and daily physical activity have on wellness.

Required Lifetime Sports (Grades 9–12)

PLSK Personal and Social Development Skills

- **PELPESK:** Physical activity provides opportunities for self expression and social development and interaction.

PELPESK5: accept the decisions of and respond positively to teachers/officials in charge of games/activities;

PELPESK6: choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;

PELPESK9: self-initiate behaviors that contribute to personal and partner/group effort;

PELPESK10: adjust behavior to prevent/reconcile conflicts.

PE1 Motor Skills and Movement Patterns

- **PELPE1** Competency in movement forms facilitates a desire to participate in and benefit from a lifetime of physical activity.

The student will:

PELPE1b: evaluate personal progress towards skill competency;

PELPE1c: analyze and adjust performance using informal self- and peer assessment;
PELPE1d: set realistic, personal skill development goals;
PELPE1e: monitor progress and modify strategies for achieving personal lifetime sports skills goals; and
PELPE1f: demonstrate skill in applying rules and strategies in a few lifetime sports.

PE2 Physical Activity and Fitness

- **PELPE2** Balancing daily physical activity and proper nutrition contributes to lifelong fitness and wellness.

The student will:

PELPE2a: engage in a variety of lifetime sports that promote personal health and fitness goals, documenting frequency, duration, and reasoning;

PELPE2b: develop personal warm-up and cool-down procedures tailored for specific lifetime sports;

PELPE2c: apply appropriate stretching and strengthening exercises in preparation for lifetime sports participation;

PELPE2d: analyze fitness level conditioning procedures associated with readiness for lifetime sports participation;

PELPE2e: demonstrate appropriate body alignment and breathing when performing lifetime sport skills;

PELPE2f: analyze common lifetime sports injuries and their prevention and treatment;

PELPE2g: assess lifetime sports opportunities available for school-age youth in the community; and

PELPE2h: modify rules, equipment, facilities to meet varying conditions for lifetime sports participation.

Required Physical Activity & Nutrition (Grades 9–12)

PESK Personal and Social Development Skills

- **PANPESK:** Physical activity provides opportunities for self expression and social development and interaction.

The student will:

PANPESK5: accept the decisions of and respond positively to teachers/officials in charge of games/activities;

PANPESK6: choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;

PANPESK9: self-initiate behaviors that contribute to personal and partner/group effort;

PANPESK10: adjust behavior to prevent/reconcile conflicts.

PE1 Motor Skills and Movement Patterns

- **PANPE1** Competency in movement forms facilitates a desire to participate in and benefit from a lifetime of physical activity.

The student will:

PANPE1a: plan and implement a personal/group physical activity learning project, focusing on an alternative to traditional sports;

PANPE1d: self-assess performance of alternative physical activity skills and evaluate and adjust alternative physical activity learning plan.

PE2 Physical Activity and Fitness

- **PANPE2** Balancing daily physical activity and proper nutrition contributes to lifelong fitness and wellness.

The student will:

PANPE2a: identify the health, wellness and fitness benefits of selected alternative physical activity;

PANPE2b: evaluate personal fitness requirements for participation in selected alternative physical activity;

PANPE2c: understand the relationship of caloric intake, energy expenditure, and body mass;

PANPE2d: analyze personal energy balance by documenting personal food intake and daily physical activity, using food and activity diaries;

PANPE2e: identify ways to balance nutritional needs with physical activity energy expenditure.

ADDENDUM 2: Research Related to the Interventions Selected

Identify the research base for each of the interventions you selected for the goal area. Provide a summary of the study done and its outcome on students.

Intervention: WICR_____

Supporting Research:

AVID, Advancement Via Individual Determination is a foundational and holistic system designed to engage all teachers and students in a high quality of learning based in best teaching practices and proven strategies. The driving theory behind the AVID system is that students will succeed in rigorous courses and be college and career-ready if provided the proper support and access to that rigor.

AVID's proven learning support structure known as WICR incorporates these teaching methodologies: *Writing as a Tool for Learning*, *Emphasis on Inquiry*, *Collaborative Approach*, and *Reading to Learn*. Learning and utilizing these skills allows students to comprehend at levels of complexity for a variety of applications in higher education and career preparation. The AVID system restructures the teaching methods of an entire school to open access to rigorous curricula.

Surveys of employers indicate that what they are seeking in their workforce are people who get along with other people and can come up with creative solutions to new problems in collaborative ways. AVID's scaffold of social and academic structures instills these qualities, while at the same time improving outcomes in academic performance, building critical reading and thinking skills for technical and college readiness coursework, and fostering collaboration among students, as well as educators.

In today's sophisticated and rapidly changing workplace, the skills, strategies, experience, and confidence acquired by students working with the AVID system are integral to success in postsecondary education and career preparation for all fields.

The AVID system is a vital component of a comprehensive school improvement program. It supplies the academic foundation and skill delivery system for school curricula and student achievement programs. The AVID methodologies and strategies can be applied in most aspects of teaching and learning across a school, including specialized applications and targeted populations. AVID staff and trainers are strong partners in school improvement efforts. The intensive professional development; the teacher, student and administrator collaboration inherent in the AVID system; and the dissemination of common best practices across a school site provide an exponential impetus to improving culture and performance.

AVID Methodology is about allowing students access to a rigorous college and career preparatory curriculum and providing professional development to support vertical teams of teachers. Students learn how to set and work toward goals, how to manage their time, how to take notes, how to use binders to structure and organize their notes, and how to study using their organized materials. The **WICR** instructional strategies include:

- ***Writing as a Tool for Learning***: Writing is basic to thinking, learning and growth. It allows students to think in complex ways, contributes to self-knowledge, helps clarify and order experience, helps students be better readers, and enables students to "do better" in school. The AVID note-taking system is an adaptation of the sophisticated Cornell system. Students take detailed notes from class lectures and texts in a wide right-hand margin, and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. Not only do the notes help students clarify thought, but as students engage in writing for learning, their writing and language skills become better and better. Their reading skills develop as students have experience in using language. AVID students

are required to take binders to all academic classes and to use them to take notes.

- ***Emphasis on Inquiry:*** Students are trained in the inquiry method, based on levels of questioning (Socratic Method), rather than on lecture. This engages students in their own learning, resulting in student ownership for enlarged understanding of concepts and higher order thinking skills.
- ***Collaborative Approach:*** Research shows that students learn best when they are actively manipulating materials through making inferences and then generalizing from those inferences. Collaborative groups encourage this type of thinking. Students are responsible for their own learning; AVID teachers are guides, facilitators and coaches in a learning community of teachers, students and tutors working together for the success of the group.
- ***Reading to Learn:*** The AVID curriculum emphasizes critical reading, with academic reading instruction built so that students develop and become more confident in their comprehension skills. Three factors most helpful for insuring comprehension are connecting to prior knowledge, understanding text structure, and using text-processing strategies during and after reading.
 - Traditional standardized “evaluation” practices focus on the determination of eligibility for special education services, giving little information for intervention planning.
 - IDEA does not mandate specific assessment tools or even require that standardized measures be used. Present Level of Performance must be presented in terms of objective measurable observations “to the extent possible.” Tools must display equity, validity, and nondiscrimination. Provisions stipulate a team assessment approach that looks at the whole child.
 - The ultimate goal of “assessment” is improvement of instruction for the student.
 - In a functional assessment, the purpose of data collection is to answer specific questions concerning the student’s functioning in a particular setting.
 - Portfolios allow the teacher to obtain a more holistic view of the student, building a collection of experiences that demonstrates the student’s actual use of speech and language behaviors in various contexts.
 - Portfolios also facilitate collaboration by involving the student and teacher.

AVID has been the subject of numerous research studies that have documented its program effectiveness. Key Findings from these studies include:

- AVID high schools improved their accountability ratings as measured by the Texas Assessment of Academic Skills and dropout rates over the four-year study period.
- AVID schools showed **increases** in enrollment in courses of high rigor where the non-AVID schools actually showed decreases in enrollment.
- AVID schools and districts showed **increases** in graduation or completion rates while non-AVID schools and districts evidenced declines.
- AVID has made an impact schoolwide as evidenced by changes in school culture
- Non-AVID teachers adopted many of the AVID strategies including Cornell Notes, Socratic Seminars, and collaboration for use in their own classes. Also, AP teachers not part of the AVID site team that had AVID students in their classes had positive comments about AVID students and expressed interest in learning about AVID.

Documented Achievement Results: The greatest evidence of AVID’s success is in the successes of its students - over 98% of AVID high school seniors graduated from high school and over 76% are accepted to four-year colleges – consistently - as detailed in the three year data below.

AVID has a proven, multi-year track record of increasing the college and career readiness of students who have been traditionally underrepresented in higher education. Studies of academic outcomes of California AVID students found: 55% of African-American students who participated in AVID for 3 years

enrolled in four-year colleges versus national average of 33% and 43% of Latino students who participated in AVID enrolled in four-year colleges versus national average of 29%.

Seven school districts in Texas used Comprehensive School Reform Demonstration grants to implement AVID as a model for school-wide reform at 26 schools. Within four years of starting to implement the program, 30% of AVID seniors were completing Advanced Placement/International Baccalaureate (AP/IB) courses, and an additional 17% completed a transferable community college course (Alkan & Watt, 2003). The evaluation of this program (Watt, Yanez and Cossio, 2002-2003) concluded that AVID students succeeded in rigorous courses, outperformed their classmates on state-mandated exams, and were on track for college enrollment and success. An evaluation of eight AVID programs in California focused on AVID's effect on AP course taking (CREATE, 2002) concluded that AVID students succeeded in Advanced Placement and honors classes, which opened access to those courses for other non-traditional students.

Documented Achievement Results

General Data Summary for Secondary Schools from AVID Data Collection System
LONGITUDINAL REPORT FOR |2007-2008| |2008-2009| |2009-2010|

All Grades 2009-2010 Only	
6 th Grade	16,083
7 th Grade	55,960
8 th Grade	60,719
9 th Grade	71,563
10 th Grade	55,542
11 th Grade	39,615
12 th Grade	27,221
Total	326,693

Ethnicity	2007-2008	2008-2009	2009-2010
African American	19.0%	20.6%	20.2%
American Indian	0.7%	0.7%	0.8%
Asian	5.0%	4.8%	4.8%
Caucasian	20.9%	20.4%	20.9%
Filipino	1.6%	1.5%	1.4%
Hispanic	49.8%	49.1%	49.1%
Pacific Islander	0.7%	0.6%	0.7%
Multi-racial	1.3%	1.4%	1.3%
Other	0.9%	0.8%	0.8%

Data Category	2007-2008	2008-2009	2009-2010
Number of high school AVID sections	6,290	7,728	8,622
Number of middle school AVID sections	4,638	5,394	6,096
Percent of AVID middle school students in second year of AVID	30.7%	31.0%	34.5%
Percent of AVID eighth grade students enrolled in Algebra	60.2%	59.0%	60.9%
	2007-2008	2008-2009	2009-2010
Percent of AVID combined school students eligible for federal free or reduced lunch	48.4%	58.0%	64.4%
Percent of AVID middle school students eligible for federal free or reduced lunch	61.6%	61.4%	64.9%
Percent of AVID high school students eligible for federal free or reduced lunch	53.2%	56.4%	60.9%
	2007-2008	2008-2009	2009-2010
Number of AVID seniors in previous year	12,713	16,687	20,519
Percent of AVID seniors in previous year taking at least one AP or IB exam	56.4%	56.3%	56.9%
Percent of AVID seniors in previous year completing college entrance requirements	88.9%	89.4%	89.5%
Percent of AVID seniors in previous year enrolled in elective for at least three years	64.5%	66.4%	65.2%
Percent of AVID seniors graduating in the previous year	99.3%	99.1%	98.3%
Percent of AVID seniors in previous year taking the SAT or ACT	89.0%	89.5%	88.4%
Percent of AVID seniors in previous year applying to four-year college	86.6%	86.7%	87.6%
Percent of AVID seniors in previous year getting accepted to four-year college	78.3%	77.9%	76.9%
Percent of AVID seniors in previous year planning to attend a four-year college	68.1%	65.5%	62.8%
Percent of AVID seniors in previous year applying to a two-year college	33.0%	33.9%	10.3%
Percent of AVID seniors in previous year getting accepted to two-year college	32.1%	33.5%	N.A.
Percent of AVID seniors in previous year planning to attend a two-year college	24.3%	26.8%	24.2%
Percent of AVID seniors in previous year applying to a technical school or enlisting in the military	2.3%	1.9%	0.8%