Priority Standards and Safety Net Skills
DRAFT FALL 2010

Priority Standards Overview

The District's Program Council is charged with developing a set of Priority Standards for all students EC – 12 grades. The prioritized standards come from a systematic and balanced approach to distinguishing which standards are absolutely critical for student success in subsequent schooling and throughout life, and are being developed with input provided by parent/community surveys and feedback from teachers in all buildings.

Priority Standards are a subset of all the standards and performance indicators that have been identified to guide teachers as they pull together objectives that can be used to design rich, standards-focused, project-based learning experiences for students as opposed to teaching objectives in isolation. Priority Standards represent the core content that is expected to be mastered by the end of high school, and the Performance Descriptors highlight the skills that are likely to be accomplished by a typically developing student by the end of each grade or course, thus exiting one level better prepared for the next.

The Priority Standards are carefully linked to formative classroom assessment, along with feedback and coaching that provide evidence of student achievement related to the standards. Students are given multiple opportunities to demonstrate proficiency in a variety of ways. The information gathered from formative assessment is used to inform to make important decisions about teaching and learning.

This DRAFT of the Priority Standards and related performance descriptors developed so far is provided to help you understand what a typical learner is likely to accomplish by the end of a specific grade level. Not all students progress at the pace of a typical learner. Teachers recognize the need to modify, adapt or enrich the learning experiences of those students who are developing knowledge and skills at different rates. The district also provides support programs to address the diverse needs of students beyond the general classroom program of instruction. These programs include Literacy Support, Title One, English as a Second Language and Special Education.

PRIORITY STANDARDS: DRAFT

Priority Standard One -- Content Literacy: Students will achieve proficiency in each of the content areas outlined in the Illinois Learning Standards. They will be able to conduct an inquiry and engage in a focused examination of information. Authentic literacy skills are emphasized district-wide in all content areas and across grade levels.

Priority Standard Two -- Writing Proficiency: Writing proficiency is expected in all classes and is determined by scoring at least a "3" on the specific Traits rubrics or scoring in the meets category on the ISAT and PSAE writing probes. Teachers should emphasize written communication in all courses and in cross-curricular projects.

Priority Standard Three -- Oral Proficiency: Students are expected to speak and listen effectively for a variety of purposes. This is largely assessed through rubrics used with presentations.

Priority Standard Four -- Critical Thinking: Students will apply content knowledge to learning in complex, real world situations: identify problems, think through solutions and alternatives, and explore new options as needed. They will be able to assess the credibility, accuracy and value of information, analyze and evaluate information, make reasoned decisions and take purposeful action.

Priority Standard Five -- Collaboration: Students will be self-directed and able to listen and learn from others in order to reach common goals while respecting differences. They will understand how to reach consensus and work productively in teams.

Priority Standard Six -- Technology: Students are expected to have sufficient information and communication technology skills to assess, create, and manage information and communicate effectively in real world situations.

Priority Standard Seven -- Civic responsibilities: Students will have sufficient skills to make informed decisions related to civic duty, financial responsibility, and maintaining healthy lifestyles.

Urbana School District 116 **Safety Net Skills** DRAFT, Summer 2010

While not representing ALL the concepts and skills we teach, these are the performance indicators we are committing to teach for MASTERY at each level. These skills build on those previously mastered and lay the foundation for learning in later schooling and throughout life. We expect that every student will demonstrate mastery of these skills. We will gather sufficient evidence to provide proof of their learning, and communicate their performance with students and families.

HS READING

(35) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

(35) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance in sufficiency of the evidence.

(35) Read and comprehend complex literary and informational texts independently and proficiently.

9th-10th-

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Literature & Informational Texts)
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious. (Informational Texts Only)
- Analyze multiple interpretations of a story, drama, or poem (Literature Only)
- By the end of each grade level, read and comprehend texts at literature and literary nonfiction at grade level proficiency, with scaffolding as needed. (Literature & Informational Texts)

11th-12th-

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Literature & Informational Texts)
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (Informational Texts Only)
- Analyze multiple interpretations of a story, drama, or poem. Include at least one play by Shakespeare and one play by an American dramatist. (Literature Only)
- By the end of each grade level, read and comprehend texts at literature and literary nonfiction at grade level proficiency, with scaffolding as needed. (Literature & Informational Texts)

HS READING

(35) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(35) Assess how point of view or purpose shapes the content and style of a text.

(35) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author's take.

9th-10th-

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Literature & Informational Texts)
- Determine an author's point of view or purpose in a text to analyze how an author uses rhetoric to advance that point of view or purpose. (Informational Text Only)
- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of World Literature. (Literature Only)
- Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning. (Literature and Informational Texts)

11th-12th-

- Determine two or more themes or central ideas of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Literature & Informational Texts)
- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text (Informational Text Only)
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (Literature Only)
- Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning. (Literature and Informational Texts)

HS WRITING

(41) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Argument, informative and narrative writing)

(41) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

(41) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

(41) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

9th-10th-

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience and type of writing. Grade specific expectations for writing types are defined in standards 1-3, which are outlined on page 45-46.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.
- Using technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibly and dynamically.
- Conduct short as well as more sustained research projects to answer a questions (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

11th-12th-

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience and type of writing. Grade specific expectations for writing types are defined in standards 1-3, which are outlined on page 45-46.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.
- Using technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Conduct short as well as more sustained research projects to answer a questions (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

HS LANGUAGE

(51) ***Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues; analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.***

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

9th-10th-

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Demonstrate understandings of figurative language, word relationships, and nuances in word meanings and determine or clarify the meaning of unknown and multiple-meaning words and phrases.

11th-12th-

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Demonstrate understandings of figurative language, word relationships, and nuances in word meanings and determine or clarify the meaning of unknown and multiple-meaning words and phrases.

HS SPEAKING AND LISTENING

(48) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(48) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

9th-10th-

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that the listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11th-12th-

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that the listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- *Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.*

Reading Standards for Literacy in History/Social Studies 9 – 12	
Grades 9 – 10 students:	**Grades 11 – 12 students:**

Key Ideas and Details	
1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. 5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). 5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. 6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas	
7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. 8. Assess the extent to which the reasoning and evidence in a text support the author's claims. 9. Compare and contrast treatments of the same topic in several primary and secondary sources.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. 8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity	
10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 9 – 12	
Grades 9 – 10 students:	**Grades 11 – 12 students:**

Key Ideas and Details	
1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. 2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. 3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. 2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. 3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure	
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*. 5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*). 6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*. 5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. 6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas	
7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. 8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. 9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. 9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity	
10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 9 – 12	
Grades 9 – 10 students:	**Grades 11 – 12 students:**

Text Types and Purposes	
1. Write arguments focused on *discipline-specific content*. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from or supports the argument presented. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	1. Write arguments focused on *discipline-specific content*. • Introduce precise, knowledgable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audiences knowledge level, concerns, values, possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from or supports the argument presented. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which proceeds it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and the context as well as to the expertise of the likely readers. • Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the

3. (See note; not applicable as a separate requirement)	significance of the topic). 3. (See note; not applicable as a separate requirement)
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 9. Draw evidence from informational texts to support analysis, reflection, and research.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. 9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing	
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	

Mathematics

Number and Quantity

Be proficient in the use of integers (whole numbers), fractions, decimals, percents so as to apply computation skills, and recognize and solve real world problems.

- Judge the reasonableness of numerical computations and their results.

The Real Number System

- Extend the properties of exponents to rational exponents.
- Use properties of rational and irrational numbers.

The Complex Number System

- Perform arithmetic operations with complex numbers.
- Use complex numbers and polynomial identities and equations.

Geometry

Measurement and Geometry: Apply measurement in geometry concepts to solve real-world problems and perform constructions. Construct convincing arguments and provide evidence to support claims.

- Use geometric ideas to help understand other areas of math and disciplines outside of math (e.g., architecture, engineering, art).

Congruence

- Experiment with transformations in the plane.
- Understand congruence in terms of rigid motions.
- Prove geometric theorems and make geometric connections.

Similarity, Right Triangles and Trigonometry

- Understand and prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangle

Circles

- Understand and apply theorems about circles.
- Find arc lengths and areas of sectors of circles.

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems.
- Visualize relationships between two-dimensional and three-dimensional objects.

Algebra

Recognize and solve problems that can be represented by various types of equations.

- Use algebraic concepts and procedures to solve real-world problems.

Seeing Structure and Expressions

- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.

Arithmetic with Polynomials and Rational Functions

- Perform arithmetic operations and solve problems with polynomials
- Understand the relationship between zeros and factors of polynomials
- Rewrite rational expressions

Creating equations

- Create equations that describe numbers or relationships

Reasoning with equations and inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve and graph equations, inequalities (in one variable), and systems of equations.

Data and Probability

Read, interpret, and evaluate data represented in tables, charts, and graphs and apply concepts of probability to real-world situations to make informed decisions.

- Apply probability concepts to practical situations to make informed decisions.

Interpreting categorical and quantitative data

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models

Making inferences and justifying conclusions

- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies

Conditional probability and the rules of probability

- Understand independence and conditional probability and use them to interpret data
- Use the rules of probability to compute probabilities of compound events in a uniform probability model

Functions

Interpreting Functions

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations

Building Functions

- Build a function that models a relationship between two quantities
- Build new functions from existing functions

Linear, Quadratic, and Exponential Models

- Construct and compare linear and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

Trigonometric Functions

- Extend and model trigonometric functions, including use of the unit circle
- Prove and apply trigonometric identities

Safety Net Skills for Science -- UHS

Engage in the inquiry process to investigate a question or topic and communicate the results

- Formulate questions for inquiry; develop a hypothesis; design and execute an investigation; analyze, support, and communicate results
- Apply inquiry investigations to real-world problems
- Work collaboratively to follow a multistep procedure when carrying out experiments, including providing and accepting peer review and evaluation

Understand that things change over time and that patterns exist in the world around us

- Analyze and explain the relationship humans have with their environment and the universe and how changes in one impact the other
- Explain how living things function, adapt, and change
- Explain the interaction of living things with each other and their environment
- Know and apply concepts that describe patterns, structures, and how interactions effect change
- Explain patterns and theories of matter and energy, force and motion, and how they change over time

Explain the relationships among science, technology and society in historical and contemporary contexts

Safety Net Skills for Social Sciences -- UHS

Explain the interaction of individuals, communities, governments and interest groups within different political systems

- Compare and analyze the interaction of individuals, communities, governments and interest groups within different political systems
  - operation of different political systems
  - rights and responsibilities of citizenship
  - importance of participating globally and locally in political and civic events
  - skills necessary to participate in political and civic events

Explain economic factors that affect an individual and society locally, nationally and globally

- Identify and explain economic factors that affect an individual and society locally, nationally, and globally including
  - real-world, practical applications
  - economic patterns, trends, and cycles
  - distinctions among economic philosophies

Explain how continuity and change cause, and are affected by, events, trends, movements, institutions, traditions and individuals

- Synthesize history with other disciplines
  - interpret, evaluate, provide evidence, draw conclusions, communicate findings
  - analyze how the arts shape and reflect history and society

Analyze the extent to which global relationships are influenced by both global and local factors

- Understand geographical relationships on local and global scales
  - locate, explain and describe places, regions, and features of our planet
  - explain interactions between people, politics, history, economics, physical environment and their interdependence
- Use knowledge of mapping and geography to engage in historical analysis, and evaluate global politics, economics, and culture

Understand multiple perspectives and points of view in order to appreciate diversity

- Explain the influence of political, environmental, economic, technological and cultural changes on social systems
- Compare and contrast traditions, values, and beliefs
- Explain and analyze roles and interactions of individuals and groups
- Describe and analyze the role of technology in social interactions
- Explain ways the arts and religion shape and reflect culture and society

Safety Net Skills for Physical Education/Health -- UHS

Students will have the knowledge and skills necessary to achieve and maintain a fit and healthy lifestyle.

- Combine knowledge of basic skills and strategies in work-related, leisure, and creative movement activities and assess for effective personal performance
- Demonstrate good sportsmanship while applying safe practices, rules, and procedures in all physical activity settings
- Plan and participate in a progression of activities that will maintain or improve personal fitness and wellness levels
- Practice decision-making and leadership skills during structured group activities that promote fitness and wellness
- Identify personal health goals and develop a plan for achieving them
- Demonstrate the ability to find reliable health information
- Identify, demonstrate, and communicate the benefits of effective health practices
- Recognize personal health behaviors and choices that help or hinder the function of body systems
- Differentiate between positive and negative choices and demonstrate understanding of their influence on physical and emotional health

Safety Net Skills for Fine Arts -- UHS

Understand the Language of the Arts

- Identify similarities and differences within and among the arts (elements, messages, themes)
- Support one's opinion in the critique and interpretation of works of art

Create and Perform in one or more art forms

- Demonstrate the ability to use different art mediums to convey a message
- Demonstrate an understanding of the creative process and the continued development of a creative work

Understand the Historical and Cultural significance of the Arts

- Demonstrate an appropriate response to artistic experiences
- Analyze how the arts function in historical and contemporary cultural contexts

Safety Net Skills for World Languages -- UHS

Be able to communicate in the target language

- Recognize the role that language (verbal and nonverbal) plays in culture
- Apply language as a research tool to analyze cultural or historical contexts
- Apply word analysis and vocabulary skills in a variety of contexts
- Apply reading strategies to increase comprehension and fluency

Understand customs and cultures and make connections between the home language and target language

- Compare one's native language and culture to those of other cultures
- Demonstrate an appropriate level of proficiency in a second language

Safety Net Skills for Social-Emotional Learning -- UHS

- Apply strategies to make use of resources and overcome obstacles to achieve goals
- Recognize cultural differences and use effective communication skills to interpret others' feelings and show respect across social and cultural groups
- Recognize that actions have consequences to oneself and others
- Demonstrate personal responsibility in making ethical decisions
- Apply positive decision-making skills to establish responsible relationships

Safety Net Skills for Technology -- UHS

- Create original works as a means of personal or group expression
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- Use multiple processes and diverse perspectives to explore alternative solutions
- Advocate and practice safe, legal, and responsible use of information and technology
- Transfer current knowledge to learning of new technologies