



## 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 PSAT 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.

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.

## Safety Net Skills for Language Arts Grades 6-8

**Reading:** Students will recognize key ideas and details in a variety of texts, interpret and analyze words and phrases, structure of text, and purpose of craft and structure of text, integrate knowledge from multiple texts, and read varying complexities on informational and literary texts.

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|--------------------------------------|--|
| Key Ideas and Details                | <ul style="list-style-type: none"> <li>• Cite textual evidence to supports an analysis of what a text says explicitly as well as inferences drawn from the text</li> <li>• Determine a central idea of at text and how it is conveyed through particular details; provide an objective summary of the text</li> </ul>  |
| Craft and Structure                  | <ul style="list-style-type: none"> <li>• Analyze how the structure, point of view, and purpose affect the overall meaning and impact of a text</li> <li>• Compare and analyze how the differing structures of a variety of literary genre impact contribute to its meaning and style</li> <li>• Analyze how authors develop and contrast points of view within a text</li> </ul>   |
| Integration of Knowledge and Ideas   | <ul style="list-style-type: none"> <li>• Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue</li> <li>• Trace and evaluate an the argument and specific claims in a text, distinguishing between claims that are supported by reason and those that are not</li> <li>• Compare different texts in multiple genres, including fiction and non-fiction, in terms of their approach to similar themes or topics</li> </ul> |
| Range of Reading and Text Complexity | <ul style="list-style-type: none"> <li>• By the end of each grade level, read and comprehend texts, literature and literary nonfiction, at grade level proficiency, with scaffolding as needed</li> </ul>  |

**Writing:** Students will write a variety of text types for various purposes, understand the writing process, produce clear and coherent text, develop research skill, and write routinely over extended time frames.

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|---|--|
| Text Types and Purposes                 | <ol style="list-style-type: none"> <li>1. Write arguments, explanatory texts, and narratives for a variety of audiences and purposes, adhering to the structure and guidelines for each form and grade level expectations</li> </ol>   |
| Production and Distribution of Writing  | <ol style="list-style-type: none"> <li>1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience. (Grade specific expectations for writing types are defined in standards 1-3, which are outlined on page 42-43 of Common Core document).</li> <li>2. With some guidance and support from peers and adults, Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on addressing a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1 – 3 up to and including current grade expectations on page 52 of Common Core document)</li> <li>3. Using technology, including the internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others.</li> </ol> |
| Research to Build and Present Knowledge | <ol style="list-style-type: none"> <li>1. Conduct short research projects to answer a question, drawing on several sources and generating additional related questions for exploration or research.</li> </ol>   |
| Range of Writing                        | <ol style="list-style-type: none"> <li>1. <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</i></li> </ol>  |

**Speaking and Listening:** Students will comprehend information and collaborate in a range of conversations with each other to be able to present ideas clearly and coherently.

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|-------------------------------------|---|
| Comprehension and Collaboration     | <ol style="list-style-type: none"> <li>1. Delineate a speaker’s argument and specific claims, evaluating the sufficiency and relevancy of the evidence to support specific claims.</li> </ol>   |
| Presentation of Knowledge and Ideas | <ol style="list-style-type: none"> <li>1. Present claims and findings, in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details.</li> <li>2. Integrate multimedia and digital displays into presentations to clarify information, strength evidence, and add interest.</li> </ol> |

**Language:** Students will demonstrate command of standard English in writing and speaking, understand how language functions in different contexts, and develop vocabulary acquisition skills.

### 6 – 8<sup>th</sup> Grades

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|---------------------------------|---|
| Conventions of Standard English | <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and mechanics (Common Core document, standards 1-2, page52)</li> </ol>                       |
| Knowledge of Language           | <ol style="list-style-type: none"> <li>1. Use knowledge of language and its conventions when writing, speaking, reading, or listening to achieve particular effects and improve understanding.</li> </ol> |
| Vocabulary Acquisition and Use  | <ol style="list-style-type: none"> <li>1. Demonstrate understandings of figurative language, word relationships, and nuances in word meanings</li> </ol>  |

## Safety Net Skills for Mathematics Grade 6

### Skill 1: Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

### Skill 2: The Number System

- Observe patterns and investigate methods of ordering, comparing, and computing real numbers.

### Skill 3: Expressions and Equations

- Describe numerical relationships using variables and patterns
- Reason about and solve one-variable equations and inequalities

### Skill 4: Geometry

- Measurement: Select and use appropriate technology, instruments, and formulas to solve problems, interpret results and communicate findings (focus: perimeter, area, volume of right figures)
- Geometry: Classify identify, and sketch 2- and 3-Dimensional shapes
- Geometry: Solve problems using properties of shapes: congruence, number of sides, sizes of angles.

### Skill 5: Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions.

## Safety Net Skills for Mathematics Grade 7

### Skill 1: Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

### Skill 2: The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

### Skill 3: Expressions and Equations

- Interpret and describe numerical relationships in equivalent forms using tables, graphs, equations or written expressions to solve problems.

### Skill 4: Geometry

- Measurement: Select and use appropriate technology, instruments, and formulas to solve problems, interpret results and communicate findings (focus: volume, area, scale [indirect measurement])
- Geometry: Identify, describe, classify and compare relationships using points, lines, planes, and solids: angle

### Skill 5: Statistics and Probability

- Use random sampling to draw inferences about a population
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

## Safety Net Skills for Mathematics Grade 8

### Skill 1: The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers.

### Skill 2: Expressions and Equations

- Use linear and non-linear equations to solve word problems involving unknown quantities

### Skill 3: Functions

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

### Skill 4: Geometry

- Measurement: Apply appropriate technology, instruments, formulas and strategies to solve problems, interpret results and communicate findings (focus: perimeter, area, volume, scale)
- Geometry: Solve and prove problems involving 2- and 3-Dimensional figures using geometric concepts of diameter, radius, Pi, Pythagorean Theorem, points, lines, space, such as congruency and ratios (similarity and proportionality)

### Skill 5: Statistics and Probability

- Investigate patterns of association in bivariate data.

## Safety Net Skills for Science -- UMS

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

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>1. Safely use equipment and materials in the inquiry process to answer a testable question; conduct experiments; collect, record, analyze and interpret data; draw conclusions and communicate results</li> <li>2. Identify variables, constants and scientific theories</li> <li>3. Identify steps for testing a prediction</li> </ol>	<ol style="list-style-type: none"> <li>1. Safely use equipment and materials in the inquiry process to formulate a testable question, design experiments; collect, record, analyze and interpret data; draw conclusions and communicate results</li> <li>2. Define variables, constants and scientific theory</li> <li>3. Identify a design problem and establish criteria for determining the success of a solution</li> </ol>	<ol style="list-style-type: none"> <li>1. Safely use equipment and materials in the inquiry process to formulate a testable question, design experiments; collect, record, analyze and interpret data; draw conclusions and communicate results</li> <li>2. Define variables, constants and scientific theory</li> <li>3. Create a prototype or simulation of a product; test the prototype utilizing accessible materials, tools, and technology; note sources of error and suggest improvements</li> </ol>

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

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>1. Comprehend the theories of geological change of the Earth through evidence found in fossils, rocks and layers, landforms and natural events               <ul style="list-style-type: none"> <li>o Classify rocks &amp; minerals</li> <li>o ID layers of the earth</li> <li>o Date fossils</li> </ul> </li> <li>2. Explain how the motion of the Earth, moon, and stars interact and impact our environment</li> <li>3. Explain how traits and characteristics are genetically transmitted through the process of cell division</li> <li>4. Explain how biotic (living) and abiotic (non-living) factors affect an ecosystem</li> <li>5. Identify and describe the states of matter and their make-up and how matter can be classified by similar properties</li> <li>6. Explain how states of matter are impacted by changing environment</li> <li>7. Recognize and identify examples of Newton's Laws of Motion</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and describe the layers of the earth and how they interact through constructive and destructive forces to change the Earth's surface</li> <li>2. Explain that all living things have various structures that serve a multitude of purposes in growth, survival and reproduction within an interconnected system</li> <li>3. Know that the cell is the basic unit of life with the same needs, structures, and functions</li> <li>4. Understand that energy appears in many forms (such as heat, light, and electromagnetic) and that energy can be transferred in many ways</li> <li>5. Describe the characteristics of heat, light, and electromagnetic energy</li> <li>6. Understand that mass and energy can't be created or destroyed, only transformed</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze factors that affect the earth's global climate (e.g., changes in the composition of the earth's atmosphere, changes in the ocean temperature, meteor impacts, volcanic eruptions, glacier retreats or advances)</li> <li>2. Recognize the interdependency of organisms and the importance of biodiversity within the environment of a particular ecosystem</li> <li>3. Compare significant biomes (desert, aquatic environments, tundra, rain forest, grassland, deciduous and coniferous forest, savannah) by location, climate, adaptations and diversity</li> <li>4. Explain and apply Newton's Laws of Motion</li> <li>5. Compare and contrast the physical and chemical characteristics and changes of molecules, atoms, elements, mixtures and compounds</li> </ol>

## Safety Net Skills for Social Sciences -- UMS

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

Sixth Grade	Seventh Grade	Eighth Grade
<ul style="list-style-type: none"> <li>Compare roles and status of individuals within different political systems across history</li> </ul>	<ul style="list-style-type: none"> <li>Analyze historical influences on the development of political ideas and practices</li> <li>Identify the basic principles of American democracy (inalienable rights, Popular sovereignty, rule of law, due process, separation of powers, and checks and balances)</li> </ul>	<ul style="list-style-type: none"> <li>Explain provisions of the US government that guide relationships between states and with governments of other countries including declaring war, making treaties and trade agreements, and conducting foreign policy</li> </ul>

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

Sixth Grade	Seventh Grade	Eighth Grade
<ul style="list-style-type: none"> <li>Define and explain the effect of increasing and declining imports and exports throughout ancient civilizations</li> </ul>	<ul style="list-style-type: none"> <li>Understand the development of economic systems and trade patterns (including slave trade) and how important these patterns were to stabilize and help the economy grow</li> <li>Explain how laws and government policies establish that help a market economy function effectively</li> </ul>	<ul style="list-style-type: none"> <li>Identify the economic development of the US and its emergence as an industrial power including gains in trade and advantages in physical geography</li> </ul>

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

Sixth Grade	Seventh Grade	Eighth Grade
<ul style="list-style-type: none"> <li>Identify primary and secondary sources</li> <li>Analyze consequences of events that have shaped world history</li> <li>Analyze the geographic, political, social, economic and religious structure and contributions of ancient civilizations.</li> </ul>	<ul style="list-style-type: none"> <li>Use primary and secondary sources to determine differences between two interpretations of one historical event or supported and unsupported interpretations of history.</li> <li>Identify the major challenges facing the early government of the United States</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate primary and secondary sources to compare two different interpretations of the same event and determine the validity of supported and unsupported interpretations of history.</li> <li>Analyze ways the rights, roles and status of individuals helped shape historical events.</li> </ul>

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

Sixth Grade	Seventh Grade	Eighth Grade
<ul style="list-style-type: none"> <li>Explain how people use geographic markers (like longitude/latitude) and boundaries to analyze and navigate the earth</li> <li>Explain how human activity is affected by geographic factors</li> <li>Analyze how human processes affect settlement patterns, including migration and population growth</li> </ul>	<ul style="list-style-type: none"> <li>Explain how human activity is affected by geographic factors</li> <li>Analyze how human process affect settlement patterns, including migration and population growth</li> </ul>	<ul style="list-style-type: none"> <li>Use maps to interpret the economic, physical, and political geography of regions, states, and countries.</li> <li>Use authentic documents to gather and interpret information about people, places and environments.</li> </ul>

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

Sixth Grade	Seventh Grade	Eighth Grade
<ul style="list-style-type: none"> <li>Explain how individuals and diverse groups have contributed to and interacted with US social systems over time</li> <li>Explain how language, literature, the arts, architecture and traditions contribute to and shape the development and transmission of</li> </ul>	<ul style="list-style-type: none"> <li>Explain how individuals and diverse groups have contributed to and interacted with US social systems over time (</li> <li>Explain how language, literature, the arts, architecture and traditions contribute to and shape the development and transmission of</li> </ul>	<ul style="list-style-type: none"> <li>Explain how individuals and diverse groups have contributed to and interacted with US social systems over</li> <li>Explain how language, literature, the arts, architecture and traditions contribute to and shape the development and transmission of</li> </ul>

## **Safety Net Skills for Physical Education/Health -- UMS**

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

- Recognize, practice and safely apply mechanically correct form, offensive, defensive and cooperative strategies in selected activities, games, or sports
- Demonstrate components of good sportsmanship
- Define and evaluate: target heart rate zone, maximum heart rate, resting heart rate, recovering heart rate and rate of perceived exertion
- Set and monitor personal goals that will benefit cardiovascular fitness, flexibility, muscular strength and muscular endurance
- Work cooperatively in a group and respect individual abilities, contributions and decisions made by others in activity concern rules, procedures, and process
  
- Describe behaviors/choices that can reduce or increase risk to one's health and how peers can affect health-related choices.
- Recognize abusive behaviors and identify sources of help
- Know procedures for emergency situations and be able to apply basic first aid.
- Differentiate between reliable and unreliable sources of health information and advertising
- Describe and explain the structure and functions of the human body systems and how they interrelate.
- Distinguish between positive (nutrition, exercise, energy balance) and negative (ATOD) health choices and their effects on the human body.
- Describe situations and/or choices affecting the use, misuse, or abuse of substances that will affect physical, mental, emotional, and social growth and development.
- Describe how significant people influence one's health choices/lifestyle.
- Demonstrate procedures for communicating in positive ways resolving differences, preventing conflict and avoiding dangerous situations
- Discuss how puberty affects physical and emotional health, and the decision-making process. Understand and apply good personal hygiene

## **Safety Net Skills for Fine Arts -- UMS**

### **Understand the Language of the Arts**

- Identify the similarities that connect two or more art works that share similar themes

### **Create and Perform in one or more art forms**

- Demonstrate the ability to combine diverse media to tell a story or portray a moods, or develop a theme
- Select specific tools and create an artistic work (within or among art forms) that expresses a mood, theme or narrative.
- Explain the process of planning, creating, and producing an artistic exhibition or performance.
- Improvise and create original works of art: dance, drama, music, or visual art.

### **Understand the Historical and Cultural significance of the Arts**

- Demonstrate good audience behavior and describe how audience behavior impacts performance.
- Analyze how the arts function in historical, cultural, societal, economic and personal contexts.

## Safety Net Skills for World Languages -- UMS

### **Be able to communicate in the target language**

- Recognize the role that language (verbal and nonverbal) plays in culture
- 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
- Recognize the role that language (verbal and nonverbal) plays in culture

## Safety Net Skills for Social-Emotional Learning – UMS

	<b>Sixth Grade</b>	<b>Seventh/Eighth Grades</b>
Self-awareness and Self-management	<ol style="list-style-type: none"> <li>1. Apply strategies to manage stress</li> <li>2. Set short-term goals for behavior and academics and monitor own progress.</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply strategies to manage stress</li> <li>2. Analyze factors that impact managing one’s emotions and behavior.</li> <li>3. Recognize when and where to find emotional, behavioral, and academic supports.</li> </ol>
Interpersonal skills	<ol style="list-style-type: none"> <li>1. Realize how one’s behavior might affect others and identify strategies to establish positive relationships.</li> <li>2. Demonstrate communication and cooperation to promote group effectiveness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate strategies for preventing and resolving interpersonal problems.</li> <li>2. Analyze the effects of taking action to oppose bullying.</li> </ol>
Responsible decision-making	<ol style="list-style-type: none"> <li>1. Apply decision-making skills to establish responsible social and work relationships.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze the reasons for school and societal rules.</li> <li>2. Evaluate one’s participation and role in the classroom, school, and community.</li> </ol>

## Safety Net Skills for Technology -- UMS

- 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