

Sanborn Regional School District



Competency.....

COURSES

COMPETENCIES

RUBRICS

STANDARDS

Sanborn Regional School District
Competencies & Standards

Table of Contents	Page
Competency Rubric Guidelines	2
Using Depth of Knowledge for Assessment Development	3
Work Study Practices Rubric	4
Rubric Template	5
A Primer for Understanding District Competencies	6
Course Document Template Sample	7
K-12 Competency Overview	8
Competency-based Learning: Competencies, Standards, and Performance Indicators	9
Work Study Practices District Chart	10
ELA Competencies 9-12	11
ELA Competencies K-8	12-19
MATH Competencies 9-12	20-22
MATH Competencies K-8	23-30
SOCIAL STUDIES Dimensions Worksheet	31
SOCIAL STUDIES Competencies K-12	32
SCIENCE Competencies 9-12	33
SCIENCE Competencies K-8	34-39
FINE ARTS Competencies	40
PERFORMING ARTS Competencies	41
PHYSICAL EDUCATION Competencies	42
HEALTH Competencies	43
WORLD LANGUAGE Competencies	44
TECHNOLOGY Competencies	45
TECHNOLOGY INTEGRATION “I Can” Statements	46-47
BUSINESS Competencies	48
CAREER AND TECHNOLOGY EDUCATION Competencies	49
FAMILY AND CONSUMER SCIENCE Competencies	50
GUIDANCE Competencies	51
LIBRARY Competencies	52

Sanborn Regional School District

Competency Rubric Development Guidelines for Teachers

A competency rubric is designed to be used as an instructional tool; often designed to be read left to right. The goal of developing this tool is to focus on the **positive** evidence of student work rather than to focus on what is missing. The goal is for students to see their progress as a ladder and to build upon their secure competencies as a step to the next level.

- Focus on students meeting all the performance criteria for a level to be considered secure at that level.
- Students must meet all criteria in one column to progress to the next.

Level Letter →	E	P	BP/IP	LP	NM
Performance Level	Exemplary	Proficient	Basic Proficiency In-Progress	Limited Proficiency	Not Meeting Not Yet Competent (NYC)
Definition of Performance Level [Grade Reporting Language]	Exemplary: The student consistently and independently demonstrates the ability to analyze and synthesize essential content knowledge and skills in a new task.	Proficient: The student consistently and independently demonstrates the ability to apply and transfer essential content, knowledge and skills in a new task.	Basic Proficiency: The student demonstrates the ability to comprehend and apply essential content, knowledge and skills in a familiar task. (Secondary) In-Progress: The student demonstrates the emerging ability to apply and transfer essential content, knowledge and skills. (Elementary)	Limited Proficiency: The student is not demonstrating the application and transfer of essential content, knowledge and skills.	NM: The student is not yet competent in the performance standard(s). NYC: The student is not yet competent in the performance standard(s). END of YEAR
Rubric Progress Guide [Student directions for rubric progress]	I have done everything to be in level 3 + plus:	I have done everything to be in level 2 + plus:	I have done everything to be in level 1 + plus:	I have done everything in level 1	No evidence (Student work)
Rubric Criteria: Standards & Competencies [Guide for collecting evidence]	The student produces evidence-based traits of analysis and synthesis of essential content and skills demonstrating extension of understanding to other relevant content areas and to real world applications when reflecting, researching, presenting, and creating a product of learning required for the competency-based summative assessment.	The student produces evidence-based traits of application and transfer of essential content and skills using strategic thinking when reflecting, researching, presenting, and creating a product of learning in the tasks required for the competency based summative assessment.	The student produces evidence-based traits of identification of essential content and skills with emergent ability to apply this learning in reflecting, researching, presenting and creating a product of learning in the tasks required for the competency-based summative assessment.	The student produces incomplete evidence-based traits of identification of essential content and skills without connecting this learning when reflecting, researching, presenting and creating a product of learning in the tasks required for the competency-based summative assessment.	

Using Depth of Knowledge Levels for Assessment Development

DOK plays an important role in the assessment of student performance for competency. Competency Assessment expectations (questions, product) need to align with DOK at the strategic thinking and extended thinking level.

Assessments for competency are developed with opportunities for students to perform at both the PROFICIENT and EXEMPLARY level; meaning **all** assessments for competency need to provide opportunities for extended thinking.

Sanborn Regional School District				
<i>Assessment Development Guidelines for Teachers</i>				
DOK Level	Assessment Goal	Category	Assessment Expectations	Notes on Items Written for These Levels
1	<ul style="list-style-type: none"> • Pre-Assessment • Formative Assessment • Warm-up Activities • Beginning of an instructional scaffold 	Recall	Recall of a fact, information, definition, term or performance of a process or procedure	<i>Items typically specify</i> what the student is to do, which is often to carry out some procedure that can be performed mechanically.
2		Skill/Concept	Includes the engagement of some mental processing beyond recalling or reproducing a response.	<i>Items require</i> students to make some decisions as to how to approach the question or problem. These actions imply more than one mental or cognitive process/step.
3	<ul style="list-style-type: none"> • Summative Assessment for Competency 	Strategic Thinking	Requires deep understanding as exhibited through planning, using evidence, and more demanding cognitive reasoning. The cognitive demands are complex and abstract.	<i>Items require</i> students to justify the responses they give and may have more than one possible answer.
4	<ul style="list-style-type: none"> • Summative Assessment for Competency 	Extended Thinking	Requires high cognitive demand and is very complex. Students are expected to make connections and relate ideas within the content or among areas—and have to select or devise one approach among many alternatives on how the situation can be solved.	<i>Items require</i> students to bring together skill and knowledge from various domains. Due to the complexity of cognitive demand, this level often requires an extended period to answer. A DOK 4 is first a DOK 3 with added connections.

2014 NHPACE Guidance Colby, Rose; Gfroerer, Mariane

Work Study Practices Rubric

Embedding expectations for student behaviors connected to learning, plays an important role in the assessment of student performance for Work Study Practices (WSP). WSP Assessment expectations (skills and dispositions) should reflect the developmental level of students.

Sanborn Regional School District					
Work Study Practices (WSP) Competency Rubric Development Guidelines for Teachers					
A competency rubric is designed to be used as an instructional tool; often designed to be read left to right. The goal of developing this tool is to focus on the <u>positive</u> evidence of student work rather than to focus on what is missing. The goal is for students to see their progress as a ladder and to build upon their secure competencies as a step to the next level.					
WSP District Competencies	SCALE = 4-0			Needs	
Communication Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.	<p style="text-align: center;">Developing Work Study Practice (WSP) Rubrics & Performance Indicators</p> <ol style="list-style-type: none"> 1. WSP should be assessed separately from the academic expectations. WSP rubrics should be separate charts. 2. WSP should be selected for assessment in a task, based on how the positive behaviors of the WSP will enhance the development of a quality product for students. [Example: How would Collaborating help produced a quality product] 3. WSP are competencies but they are also personal skills and should be identified for a task with the student; students should identify what they need to demonstrate as individual learners to show improvement. 4. WSP should include an opportunity for students to reflect on their WSP skills and what evidence exists to show how the student addressed the WSP and improved. 				
Creativity Use original and flexible thinking to communicate my ideas or construct a unique product or solution.					
Collaboration Work in diverse groups to achieve a common goal.					
Self-Direction Initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.					
Rubric Competency Assessment Guide	I have done everything to be in level 3 + plus:	I have done everything to be in level 2 + plus:	I have done everything to be in level 1 + plus:	I have done everything in level 1	No evidence (Student work)

Sanborn Regional School District

Rubric Template

Level	E	P	BP	LP	NM
Performance Level	Exemplary	Proficient	Basic Proficiency	Limited Proficiency	Not Meeting
	I have done everything to be in level 3 + plus:	I have done everything to be in level 2 + plus:	I have done everything to be in level 1 + plus:	I have done everything in level 1	No evidence (Student work)

A Primer for Understanding District Competencies

DISTRICT-WIDE ELA COMPETENCIES							
ELA English Language Arts College and Career Readiness							
Reading		Writing		Speaking & Listening		Research/Inquiry	
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		Students can produce effective and well-grounded writing for a range of purposes and audiences.		Students can employ effective speaking and listening skills for a range of purposes and audiences.		Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	
High School Grades 9-12							
Reading		Writing		Language		Speaking & Listening	
Read and comprehend complex literary and informational texts independently and proficiently.	Interpret, analyze and evaluate complex literary and informational texts.	Produce clear and coherent writing for a range of tasks and purposes.	Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.	Present information, findings, and supportive evidence, conveying a clear and distinct perspective.	
Middle School Grades 6-8							
Reading		Writing		Language		Speaking & Listening	
Read and comprehend complex literary and informational texts independently and proficiently.	Interpret, analyze and evaluate complex literary and informational texts.	Produce clear and coherent writing for a range of tasks and purposes.	Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.	Present information, findings, and supportive evidence, conveying a clear and distinct perspective.	
Elementary School Grades K-5							
Reading		Writing		Language		Speaking & Listening	
Understand and demonstrate working knowledge of concepts of print, the alphabetical principle, and other basic conventions of the English writing system.	Read, comprehend, interpret, and analyze literary texts independently and proficiently.	Read, comprehend, interpret, and analyze informational texts independently and proficiently.	Write informative/explanatory texts in which they introduce a topic, strengthen their claims with relevant data and research, and maintain a focus on the topic throughout the text.	Use general academic and domain-specific vocabulary when speaking or writing.	Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.	Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.	

- The District Competencies are K-12 statements that address the core areas of each content area and discipline.
- The District Competencies are also represented on the report cards with shorter phrases that capture the curriculum strand for the competency.

Figure 10 EHH



SANBORN REGIONAL SCHOOL DISTRICT

ELA COMPETENCIES/STANDARDS

SCHOOL	<i>Elementary</i>	GRADE	Grade 3
COURSE	Reading , Writing, Speaking & Listening	DISCIPLINE	ELA

DISTRICT COMPETENCIES	COURSE PERFORMANCE INDICATORS/STANDARDS
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<p>Reading</p> <p>Foundational Skills</p> <p>Understand and demonstrate working knowledge of concepts of print, the alphabetical principle, and other basic conventions of the English writing system.</p>	<p>3.RF.3: Phonics and Word recognition: Know and apply grade-level phonics and word analysis skills in decoding words. (*Fountas & Pinnel Benchmark)</p> <p>3.RF.4: Read with sufficient accuracy and fluency to support comprehension. (*Fountas & Pinnel Benchmark)</p>
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- The PINNACLE GRADE BOOK provides the standards that are aligned with the district competencies.
- These standards for Grade 3 ELA are attached to assignments.

<p>Reading</p> <p>Literature</p> <p>Read, comprehend, interpret, and analyze literary texts independently and proficiently.</p>	<p>3.RL.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3.RL.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.RL.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RL.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.RL.6: Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>3.RL.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>3.RL.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>3.RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>
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<p>Reading</p> <p>Informational</p> <p>Read, comprehend, interpret, and analyze information texts independently and proficiently.</p>	<p>3.RI.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect</p> <p>3.RI.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RI.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI.6: Distinguish their own point of view from that of the author of a text.</p> <p>3.RI.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>3.RI.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>3.RI.9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>3.RI.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complex</p>
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Figure 11 EHH


K-12 District Competency Overview

Competency for College and Career Readiness

Drawn from Common Core Standards (Standards for Mathematical Practice in Mathematics and College *and* Career Readiness ELA), Next Generation Science Standards, Social Studies C3 Framework *and* New Hampshire Work Study Practices.

Competency for Content Areas

Drawn from Common Core Standards, Next Generation Science Standards, C3 Social Studies, National Art Standards, *and* New Hampshire content standards, District-wide Competencies; competency is a student's ability to TRANSFER content and skills in/across content areas; the competencies for each course define the concepts, ideas, and essential skills that students should demonstrate to be competent in each course.

REQUIRED for GRADUATION	REPORTING METHOD		ASSESSMENT METHOD
YES	Transcript and Report Card	Competency for College and Career Readiness & Work Study Practices District-wide Competencies	Demonstration by Body of Evidence <i>Portfolios, exhibitions, performance tasks, culminating demonstrations of learning, and on-going in the classroom are assessed.</i>
YES	Transcript and Report Card	District Competencies <i>by Content Area</i> 5-8 competencies per content area	Verification of Competency <i>Student achievement of competency up to a given reporting date is determined and reported several times each year.</i>
NO	Achievement Reports, Rubrics	Performance Indicators/Standards 5-10 indicators per competency for each course/grade-level	Common School-Wide Assessments <i>Common summative assessments ensure greater consistency in the evaluation of student learning</i>
NO	Achievement Reports, Rubrics	Performance Indicators/Standards 5-10 indicators per competency for each course/grade-level	Summative Teacher Assessments <i>Assessments used to determine competency are aligned with the competencies and reflect expectations of DOK 3 or higher.</i>
NO	Feedback to Student	Unit-Based Learning Objectives <i>Guided by Essential Questions, teachers use Daily learning targets to create progressions that moves students toward the demonstration of performance indicators</i>	Formative Teacher Assessments <i>Ongoing formative assessment is used to evaluate student learning progress</i>

SANBORN REGIONAL SCHOOL DISTRICT
K-12 Competency-Based Learning
Competencies, Standards *and* Performance Indicators

ABOUT

The following document defines the competencies that guide the development of curriculum for the Sanborn Regional School District K-12. This guide was developed referencing the work of Grant Wiggins and Jay McTighe (UBD Backward Design Model), Great Schools Partnership, Common Core State Standards, and the State of New Hampshire guiding competencies for English language arts, Science and Mathematics. In addition the National Social Studies Curriculum C3 Framework, Next Generation Science Standards, NH Social Studies, Science, World Language, National Arts Standards, National Physical Education, Technology, and Vocational Competencies were also referenced to build these competencies. Standards support each competency and guide instruction in the classroom.

Standards will improve learning:

- *The standards describe the most important knowledge and skills students need to acquire.*
- *They can be feasibly and effectively taught by teachers (i.e. there are not too many of them),*
- *They are assessed as formative and summative to determine whether students have actually achieved proficiency.*

DEFINITIONS

Competency for College and Career Readiness

Graduation standards aligned with the cross curricular common core standards and the State of New Hampshire college and career practices and they describe the most essential skills and habits of work that students will need to be college and career ready.

Work Study Practices for Graduation

Graduation competencies aligned with the State of New Hampshire work study habits. These skills and habits of work are taught and reinforced through the lens of a developmental continuum and are separated from the academic competencies and embody their own enduring learning goals for students success as they progress through the grade-levels and beyond the school.

District Grade-Level and Course Competencies

Competencies encompass the most enduring learning goals that educators should be consciously teaching and scaffolding so that students graduate equipped with the knowledge and skills they will need to succeed in every area of adult life. Competencies are assessed using a body of evidence over time, and attainment and proficiency are reported on report cards and transcripts.

Standards/Performance Indicators

The standards are concise and clearly articulated descriptions of what students should “know, understand, and *be able to do*”, upon completion of a course or grade-level. . The intermediate teaching and learning goals that educators use to evaluate and determine growth over time as students work progressively toward meeting competency. Performance indicators are the major component parts of a competency that educators use to guide and structure curriculum, instruction, and assessment.

Common summative assessments are used to determine the achievement of performance indicators, and attainment and proficiency are reported on report cards.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE WORK STUDY PRACTICES

STATE OF NEW HAMPSHIRE: *WORK STUDY PRACTICES*

COMMUNICATION	CREATIVITY	COLLABORATION	SELF-DIRECTION
Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.	Use original and flexible thinking to communicate my ideas or construct a unique product or solution.	Work in diverse groups to achieve a common goal.	Initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.
<i>Graduating seniors will be able to demonstrate that they can: Communicate effectively using multiple modalities Interpret information using multiple senses Demonstrate ownership of the work</i>	<i>Graduating seniors should be able to demonstrate that they can: Think originally and independently Take risks Consider alternate perspectives Incorporate diverse resources</i>	<i>Graduating seniors will be able to demonstrate that they can: Contribute respectfully Listen and share resources and ideas Accept and fulfill roles Exercise flexibility and willingness to compromise</i>	<i>Graduating seniors will be able to demonstrate that they can: Persevere in completing complex, challenging tasks Use self-reflection to influence work and goals Engage stakeholders to gain support</i>

Secondary Grades 6-12 *21ST Century Skills/General Learning Outcomes*

COMMUNICATION	CREATIVITY	COLLABORATION	SELF-DIRECTION
Effectively Communicate Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding	Creatively Solve Problems Use original and flexible thinking to communicate ideas or construct a unique product or solution	Contribute To Their Community Work in diverse groups to achieve a common goal	Self-Manage Their Learning Initiate and manage learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner Produce Quality Work Recognize and produce work of high quality Responsibly Use Information Demonstrate a proficiency to effectively and ethically find and use information

Elementary School Grades K-5 *C.A.R.E.S*

COOPERATION	ASSERTION	RESPONSIBILITY	EMPATHY	SELF-REGULATION/CONTROL
Works productively in a group. Displays a positive attitude.	Shows initiative and effort. Seeks help when needed. Participates in class. <i>The ability to demonstrate creativity, critical thinking and problem solving strategies.</i>	Works to the best of their ability. Completes assigned tasks. Completes homework.	Shows respect for others and their property. Shows respect for other’s opinions. Values the community of the classroom and school.	Listens attentively. Follows school and classroom rules. Stays on task (stamina-perseverance). Demonstrates self-control in structured settings.

Figure 4 EHH

SANBORN REGIONAL SCHOOL DISTRICT-WIDE ELA COMPETENCIES

State of New Hampshire ELA English Language Arts College and Career Readiness

Reading		Writing			Speaking & Listening		Research/ Inquiry	Use of Technology
<u>Reading Literature</u> Demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.	<u>Reading Informational Texts</u> Demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts.	<u>Writing Arguments</u> Demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.	<u>Explanatory Writing</u> Demonstrate the ability to effectively write informative texts to examine and convey complex ideas for variety of purposes and audiences.	<u>Narrative Writing</u> Demonstrate the ability to effectively apply narrative strategies for variety of purposes and audiences.	<u>Listening</u> Demonstrate the ability to listen and view critically for variety of purposes	<u>Speaking</u> Demonstrate the ability to speak purposefully and effectively-strategically making decisions about content, language Use, and discourse style.	<u>Research</u> Engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	<u>Technology</u> Demonstrate the ability to use tools of technology to gather, interpret, and analyze information and create sharable products.

Competencies High School Grades 9-12

Reading		Writing	Speaking & Listening	Research/Inquiry
<u>Reading Literature</u> Demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.	<u>Reading Informational Texts</u> Demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts.	<u>Writing</u> Produce clear and coherent writing for a range of tasks and purposes.	<u>Speaking and Listening</u> Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.	<u>Research</u> Engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE ELA COMPETENCIES

State of New Hampshire ELA English Language Arts K-8

Reading

Foundational Reading Skills foster an understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, which are necessary to build capacity to comprehend texts across a range of types and disciplines and to build confidence in reading, writing, speaking, listening, and language development.

K-2	3-4	5-6	7-8
<p>Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills.</p>	<p>Students will read to make meaning while flexibly using a variety of strategies, applying and extending foundational literacy skills.</p>	<p>Students will read to make meaning while flexibly using a variety of strategies, applying and extending literacy skill with increasing independence.</p>	<p>Students will read to make meaning while flexibly using a variety of morphology strategies*, to apply and extend literacy skills with fluency and independence at grade level complexity.</p>
<ul style="list-style-type: none"> I can apply concepts of print when reading print and non-print texts. I can use grade-appropriate word analysis skills, including phonological skills*, (understanding spoken words, syllables, and sounds/ phonemes) to figure out how to pronounce unfamiliar words. I can use syntax, parts of speech, and context cues to determine intended word meaning, including when more than one meaning is possible. I can read with purpose, recognize when something does not make sense, and apply strategies to self-correct. I can read and comprehend a variety of texts with increasing automaticity* and fluency (i.e. fluency increases with successive readings). 	<ul style="list-style-type: none"> I can use grade-appropriate word analysis and word study skills* including syllable types and morphology strategies* to figure out how to pronounce unfamiliar multi-syllabic words in isolation and connected text. When appropriate, I can use context to determine intended meanings of words and phrases. I can read with purpose, recognize when something does not make sense, and apply strategies to self-monitor and self-correct. I can read and comprehend a variety of grade-appropriate texts with increasing automaticity and fluency* (i.e. fluency increases with successive readings). 	<ul style="list-style-type: none"> I can use grade-appropriate word analysis and word study skills such as syllable types, morphology and etymology to decode and comprehend unfamiliar words. I can use context to determine intended meanings of words and phrases. I can read with purpose, infer and predict when necessary, recognize when something does not make sense, and apply strategies to self-monitor and self-correct. I can read and comprehend a variety of grade-appropriate texts with increasing automaticity and fluency* (i.e. fluency increases with successive readings). 	<ul style="list-style-type: none"> Although foundational skills are not identified beyond the 5-6 grade span, it is important to continue to develop them with students who may need additional support.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE ELA COMPETENCIES

State of New Hampshire ELA English Language Arts K-8

Reading

Reading Literature involves making meaning at the text level and understanding the unique genre features, text structures (e.g., chronology, description, cause-effect), and purposes of literary texts.

K-2	3-4	5-6	7-8
<p>Students will make meaning of increasingly complex literary print and non-print texts, and provide text details to explain interpretations and thinking.</p> <ul style="list-style-type: none"> I can actively engage with text by retelling a story, using key details to answer explicit questions (characters, actions, sequence of events, problem-solution) and react to the text as a whole (e.g., share thinking about author word choice, and my response). I can use context cues to determine intended word meaning, including when more than one meaning is possible. I can locate and explain examples that distinguish among unique characteristics of literary texts types (plays, stories, poems/rhymes, songs). I can compare how different texts present literary elements (such as characters, setting, and story lines in fairy tales). I can explain what I think the author's purpose for writing a text might be (e.g., describing a lesson learned by a character) and support my thinking. 	<p>Students will make meaning of increasingly complex literary print and non-print texts, and provide text details to support interpretations and analyses.</p> <ul style="list-style-type: none"> I can interpret the narrator's point of view and summarize key events. I can determine intended word/phrase meaning when multiple meanings or non-literal meanings are possible. I can determine the central message/lesson/theme of a text and support my interpretation (saying why my evidence is accurate and convincing). I can examine author's craft in one or more literary texts (e.g., choices made to develop events or characters and their interactions; theme/message) by analyzing text evidence. I can compare and contrast literary elements or themes/central messages across two or more literary texts, by analyzing text evidence. 	<p>Students will comprehend and draw conclusions about the author's intent in a variety of increasingly complex print and non-print literary texts, citing textual evidence to support their analyses.</p> <ul style="list-style-type: none"> I can interpret the theme of a text and analyze how it is conveyed through textual details, text structures, character interactions, and/or the advancing action. I can analyze how plot develops and how conflicts are resolved across the text by analyzing text evidence. I can analyze how visual and multimedia elements of a text contribute to the meaning, author's tone, or intend effect of a text on the reader/viewer. I can analyze and support conclusions about the ways two or more authors treat similar themes, including use of historical or cultural contexts or narrative strategies (use of dialogue, description, literary devices, etc.) for effect. 	<p>Students will comprehend and draw conclusions about the author's intent in a variety of increasingly complex print and non-print literary texts, citing a range of relevant and compelling textual evidence to support their analyses.</p> <ul style="list-style-type: none"> I can interpret the theme of a text and analyze choices made by the author to develop the text, including use of textual details, text structures, character interactions and dialogue to propel the action. I can analyze how various literary elements and devices shape text development and impact meaning. I can analyze how visual and multimedia elements of a text contribute to the meaning, author's tone, or intend effect of a text on the reader/viewer. I can analyze and evaluate the ways two or more authors treat similar themes or use literary forms for intended effect, (including use of historical or cultural contexts; narrative strategies - flashback, foreshadowing, imagery; etc.).

SANBORN REGIONAL SCHOOL DISTRICT-WIDE ELA COMPETENCIES

State of New Hampshire ELA English Language Arts K-8

Reading

Reading Informational Texts involves making meaning at the text level and understanding the unique genre features (e.g., captions, bold print, visual displays, inset text), text structures (compare-contrast, cause-effect, proposition-support), and purposes of informational texts.

K-2	3-4	5-6	7-8
<p>Students will make meaning of increasingly complex informational print and non-print texts, and provide text details to explain interpretations and thinking.</p>	<p>Students will make meaning of increasingly complex informational print and non-print texts, and provide text details to support interpretations and analyses.</p>	<p>Students will comprehend and draw conclusions about the author’s intent in a variety of increasingly complex print and non-print informational texts, citing textual evidence to support their analyses.</p>	<p>Students will comprehend and draw conclusions about the author’s intent in a variety of increasingly complex print and non-print informational texts, citing a range of relevant and compelling textual evidence to support their analyses.</p>
<ul style="list-style-type: none"> • I can actively engage with text by identifying the main topic, using key details to answer questions and react to the text as a whole (e.g., share thinking; connect to prior knowledge). • I can use context cues to determine intended word meaning, including when more than one meaning is possible. • I can locate and explain examples that distinguish among unique features of informational texts (headings, captions, diagrams, glossary, photos, etc.) and explain how they help me understand the text • I can compare how different texts present topics or ideas (e.g., comparing words, visuals). • I can explain what I think the author’s purpose for writing this text or use of specific features might be (e.g., what does this text teach me?). • I can explain how information in the text is connected (e.g., words-visuals, sequence “how-to” steps or events, connect cause-effect, compare-contrast facts). 	<ul style="list-style-type: none"> • I can determine the central idea of a text and explain how key details and text structure/ organization support the focus. • I can determine intended word/phrase meaning when multiple meanings or non-literal meanings are possible. • I can locate relevant key ideas using text features, including visual and graphic information, to make connections within or across sources and explain how various parts of information contribute to overall meaning. • I can analyze different accounts of the same event or topic, and note differences in information presented, authors’ points of view, or text types, such as primary and secondary sources. 	<ul style="list-style-type: none"> • I can interpret the author’s purpose and central idea or theme* of a text, analyze how the development of the content is supported through the text’s organization and elaboration of details, and support my inferences with textual analysis. • I can support conclusions about how an author’s point of view/claim and line of reasoning differs from other points of view, or information used to support their thinking. • I can analyze how visual and multimedia elements of one or more texts contribute to the overall meaning, accuracy, author’s tone, or intend effect on readers. • I can analyze and support conclusions about the ways two or more authors treat similar events or issues (including use of historical or cultural contexts; text types – primary versus secondary sources, etc.). 	<ul style="list-style-type: none"> • I can analyze the central idea or theme of a text and support conclusions about how the text’s organization, content (accuracy, relevance), reasoning, and use of evidence support the author’s point of view (e.g., how conflicting evidence or conflicting views are addressed). • I can compare or integrate relevant information from multiple sources and resolve conflicting information on the same topics/subjects when developing my understanding of a text. • I can analyze and explain how visual and multimedia elements of one or more texts contribute to the overall meaning, accuracy, author’s tone, or intend effect on readers. • I can analyze and evaluate the ways two or more authors portray similar topics, events, or issues and interpret how the treatment affects the message (including use of historical or cultural contexts; or text types – political cartoons, primary-secondary sources, speeches, etc.).

SANBORN REGIONAL SCHOOL DISTRICT-WIDE ELA COMPETENCIES

State of New Hampshire ELA English Language Arts K-8

Writing

Narrative Writing involves communicating ideas, events, and experiences using genre-specific features, text structures, narrative techniques, and forms to convey purpose to the intended audience.

K-2	3-4	5-6	7-8
Students will draw/ dictate/ write to compose narrative texts, describing real or imaginary events or experiences.	Students will compose narrative texts, describing real or imaginary events or experiences, using a variety of forms (e.g., stories, legends, plays, poems).	Students will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, and historical fiction/accounts).	Students will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, graphic novels, narrative non-fiction).
<ul style="list-style-type: none"> • I can compose a beginning that tells who is in the story and what is happening • I can connect the beginning to the ending by adding details to describe events/actions, words, thoughts, and feelings of characters. • I can compose an ending that tells how the problem was solved or how things worked out. • I can use illustrations that add interesting details and elaboration. • With support, I can edit and revise my text for clarity (e.g., using grade-appropriate punctuation, capital letters, simple sentences, descriptive words/vocabulary, and visuals). 	<ul style="list-style-type: none"> • I can develop a sequence of events that unfold logically and maintain my focus or message throughout the text. • I can develop characters, using dialogue and descriptions that engage my readers (e.g., help readers to picture what is happening). • I can use a variety of transitional/temporal words and sensory details to connect and elaborate on my ideas. • I can write a believable conclusion that completes my text. • I can use illustrations to add interesting and relevant details and elaboration to my storyline or focus. • With support, I can edit and revise my text for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description/elaboration, & visuals). 	<ul style="list-style-type: none"> • I can employ text structures* and narrative strategies that orient the reader by establishing context, developing characters, using transitions to sequence events, and resolving a problem or conflict with a believable solution. • I can maintain a point of view, tone, and coherence of theme as it develops across the text by using author’s craft appropriate to the purpose (e.g., dialogue, transitions, description, figurative language, word choice, precise language). • With guidance, I can edit and revise my text for clarity and coherence (e.g., conventions, grammar, focus, pacing, use of sensory details and precise language with intent). 	<ul style="list-style-type: none"> • I can employ text structures, transitional devices, and narrative strategies to orient the reader/establish context, develop characters and setting, and establish chronology from problem to resolution with a sense of closure. • I can maintain a point of view, tone, style, and coherence of theme as it develops across the text by using author’s craft appropriate to the purpose (e.g., dialogue, transitions to control pacing, elaboration, figurative language, word choice/ language, literary devices - foreshadowing, flashback). • I can edit and revise my text for clarity, coherence, and intent (e.g., conventions, grammar, focus, tone, style, plot or character development, use of sensory and precise language for impact), with guidance as needed.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE ELA COMPETENCIES

State of New Hampshire ELA English Language Arts K-8

Writing

Informational Writing involves communicating information that summarizes and integrates information from one or more sources using genre-specific features, text structures (description, compare-contrast, cause-effect, problem-solution), and various forms to convey purpose to the intended audience.

K-2	3-4	5-6	7-8
<p>Students will draw/dictate/write to compose informative texts that convey information on specific topics.</p> <ul style="list-style-type: none"> I can state a topic at the beginning and a conclusion at the end. I can use sources (books, pictures, discussions) to find facts and details that support and add interest to my focus. I can group my ideas and details together to show how some facts are connected. I can use sources to find and add features such as labeled pictures or diagrams to help explain details and add information. With support, I can edit and revise my text for clarity (e.g., using grade-appropriate punctuation, capital letters, labels, simple sentences/fact statements, descriptive words/vocabulary, and visuals). 	<p>Students will compose informative text to examine a topic and clearly convey ideas and information with a specific focus.</p> <ul style="list-style-type: none"> I can clearly introduce a focus for my topic and provide a concluding section that summarizes my main idea. I can develop my ideas using sources to gather concrete details, facts, quotes, and other information related to my focus. I can organize my ideas and details into paragraphs and sections, using linking words and phrases to convey meaning. I can use descriptive, precise, and content-specific vocabulary to elaborate on each idea presented. I can use text features to add interesting details that support my focus. With support, I can edit and revise my text for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description /elaboration, and relevant visuals). 	<p>Students will produce clear, coherent, and effective informative writing for a range of types, purposes, and audiences.</p> <ul style="list-style-type: none"> I can identify a focus and employ informational text structures* to convey my central idea (e.g. introduce topic and focus, organize ideas, utilize text features with intent) I can maintain a focus, formal style, and objective tone using techniques and features that organize, analyze, and elaborate on information presented. I can locate relevant information from two or more reference sources to obtain factual evidence and resolve possible conflicting information. I can develop a conclusion that follows logically from the information presented and supports my central idea. With guidance, I can edit and revise my text for clarity and coherence (e.g., conventions, grammar, focus, organization of ideas, use of precise language and description). 	<p>Students will produce clear, coherent, and effective informative writing for a range of types, purposes, and audiences.</p> <ul style="list-style-type: none"> I can identify a focus and employ informational text structures to develop and elaborate on my central idea. I can maintain a focus, point of view, formal style, and tone using techniques and features that organize, analyze, and elaborate on information presented. I can locate and integrate relevant and credible information from multiple reference sources into my text (e.g., factual evidence, varying perspectives, conflicting information). I can develop a conclusion that summarizes or synthesizes key information presented in support of my central idea. I can edit and revise my text for clarity, coherence, and intent (e.g., conventions, grammar, focus, and accurate use of precise and content-specific language), with guidance as needed.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE ELA COMPETENCIES

State of New Hampshire ELA English Language Arts K-8

Writing

Opinion/Argument Writing involves communicating and supporting a perspective on a topic, text, problem, or issue by integrating information from one or more sources, using genre-specific features, text structures (proposition-support, inductive-deductive reasoning), and various forms (e.g., speeches, essays, critiques) to convey purpose and persuade the intended audience.

K-2	3-4	5-6	7-8
<p>Students will examine a topic or text(s) and apply organizational strategies to support a personal opinion with drawing/ dictating/ writing.</p> <ul style="list-style-type: none"> I can state an opinion that answers a question about a topic or text (e.g., what was your favorite part?). I can state reasons to support my opinion and then use facts and details to say more about each reason. I can use sources (texts, pictures, discussion) to find and add labeled pictures or diagrams to help explain my reasons. I have a beginning that states my opinion, a middle that supports my opinion with reasons and facts, and an ending. With support, I can edit and revise my text for clarity (e.g., using grade-appropriate punctuation, capital letters, labels, simple sentences/fact statements, vocabulary, and visuals). 	<p>Students will analyze a topic or text(s) using a variety of sources and apply organizational strategies and evidence to support an opinion for varied audiences.</p> <ul style="list-style-type: none"> I can state an opinion that answers a question about a topic or text. I can use sources (pictures, primary and secondary sources, discussion) to expand my understanding of the topic/text and locate information to support my point of view. I can organize my ideas by stating reasons that support my opinion, and using facts and details to say more about each reason. I can add visuals to help elaborate on my reasons. I can connect reasons and facts with linking words and provide a conclusion that restates my opinion and considers why others might not agree with me. With support, I can edit and revise my text for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description/elaboration, and relevant visuals). 	<p>Students will produce clear, coherent, and effective opinion/argument writing for a range of text types*, purposes, and audiences.</p> <ul style="list-style-type: none"> I can employ organizational structures* and persuasive techniques (rhetorical devices, elaboration) to establish and support a claim about a topic, text, or issue. I can use relevant sources (video, primary/ secondary sources, interviews, discussion) to expand my understanding of the topic/text/issue and locate information to support different points of view, including mine. I can maintain a focus and develop my point of view by analyzing hard evidence (data, text evidence, quotes) in support of each stated reason or criterion for my claim/thesis. I can logically connect reasons, facts, analyses, and sources and provide a conclusion that addresses why others might not agree with me. With guidance, I can edit and revise my text for clarity and coherence (e.g., conventions, grammar, focus, transitions, and chain of logic). 	<p>Students will produce clear, coherent, and effective argumentative writing for a range of text types, purposes, and audiences.</p> <ul style="list-style-type: none"> I can employ argumentative structures and persuasive techniques (rhetorical devices, elaboration, call to action) to convey claims and counterclaims related to a topic/text/issue. I can use reliable and credible sources (print/non-print primary and secondary sources, interviews) to expand my understanding of the topic/text/issue and locate information to support diverse points of view. I can maintain an authoritative stance for my claim/thesis by analyzing hard evidence used (data, text evidence, quotes) in support of each stated criterion for my position. I can logically connect reasons, facts, analyses, and sources and provide a conclusion that addresses possible counterclaims. I can edit and revise my text for clarity, coherence, and intent (e.g., conventions, grammar, focus, and chain of logic), with guidance as needed.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE ELA COMPETENCIES

State of New Hampshire ELA English Language Arts K-8

Speaking, Listening & Language Skills

Speaking, Listening, and Language Skills are critical for communicating for a range of purposes and audiences, including developing and expressing ideas clearly and persuasively; evaluating a speaker’s point of view, reasoning, and use of evidence and rhetoric; and making strategic use of digital media and visual displays of data to express information and enhance understanding.

K-2	3-4	5-6	7-8
<p>Students will speak effectively to express ideas for a variety of purposes. Students will listen, view and interpret information from a variety of sources, in order to make meaning and respond effectively.</p>	<p>Students will speak effectively to express ideas for a variety of purposes and audiences. Students will listen, view, and interpret information from a variety of sources and formats, in order to make meaning and respond effectively.</p>	<p>Students will initiate and participate effectively in speaking-listening for variety of purposes and audiences (e.g., informal discussions, formal presentations), responding respectfully to diverse perspectives and expressing ideas clearly and purposefully.</p>	<p>Students will initiate and participate effectively in speaking-listening for variety of purposes and audiences (e.g., informal discussions, formal presentations), responding respectfully to diverse perspectives and expressing ideas clearly and purposefully.</p>
<ul style="list-style-type: none"> • I can participate in a focused discussion. • I can use grade-appropriate grammar and vocabulary to clarify a message when speaking. • I can work with others to clearly present ideas visually and orally. • I can actively listen to information delivered orally or visually and respond by asking related questions, restating key points, or adding ideas 	<ul style="list-style-type: none"> • I can initiate and sustain a focused discussion. • I can use grade-appropriate grammar, mechanics, and vocabulary to clarify a message appropriate to the purpose and audience when speaking. • I can gather and organize information, and orally deliver short and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message. • I can interpret and use information delivered orally or visually and respond by asking relevant questions, summarizing key points, or elaborating on ideas. 	<ul style="list-style-type: none"> • I can use grade-appropriate grammar and mechanics to clarify a message appropriate to the purpose and audience when speaking • I can compose (gather and organize information) and orally deliver short and longer presentations for different purposes and audiences, adding the use of visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent. • I can analyze, interpret, and use information delivered orally or visually. 	<ul style="list-style-type: none"> • I can present grade-appropriate information that is supported with evidence, elaborating when elicited, and respond to questions with relevant ideas or comments. • I can compose (gather and organize information) and orally deliver short and longer presentations for different purposes and audiences, integrating visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent. • I can analyze, interpret, evaluate, and use information delivered orally or visually.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE ELA COMPETENCIES

State of New Hampshire ELA English Language Arts K-8

Inquiry, Investigation, & Research

Inquiry and Investigation Skills are used to explore a topic of interest, build understanding, and communicate what was learned. This involves conducting both short and sustained projects by gathering relevant information from multiple print and digital sources, assessing the credibility and accuracy of sources, and integrating the information while avoiding plagiarism.

K-2	3-4	5-6	7-8
<p>Students will engage in large and small group research/ inquiry to investigate topics of shared interest and to interpret, integrate, and present information.</p>	<p>Students will engage in group and individual research/inquiry to investigate topics of individual or shared interest and to analyze, integrate, and present information.</p>	<p>Students will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible and relevant sources.</p>	<p>Students will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.</p>
<ul style="list-style-type: none"> I can work with others to gather and organize information while investigating a topic or question of interest. I can locate information from print and non-print sources to develop and support my ideas. I can work with others to integrate information (visually, orally, in writing) and communicate what was learned. I can use descriptive and domain-specific vocabulary to communicate my message. 	<ul style="list-style-type: none"> I can conduct short research projects to investigate different aspects of a broader topic, event, or concept. I can locate, organize, and analyze information from print and non-print sources to support my development of central ideas and subtopics. I can integrate information, distinguish relevant-irrelevant information (e.g., fact/opinion), and (visually, orally, in writing) present what was learned. I can strategically use precise language (including academic and domain-specific vocabulary, shades of meaning), syntax, and discourse appropriate to my purpose and audience. With support, I can edit and revise my work for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description/elaboration, & relevant visuals). 	<ul style="list-style-type: none"> I can conduct short and longer research projects to explore a topic, issue or problem, analyzing interrelationships among concepts or perspectives. I can analyze information within and among sources of information (print and non-print sources, data sets, conducting procedures, etc.) I can strategically use language (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to my intent, purpose, and audience. I can use reasoning, planning, and evidence to gather, select, and cite information to support inferences, interpretations, and analyses. I can integrate multimedia or visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. I can use a variety of reference materials to interpret intended word meanings, expand my understanding from definitional to conceptual, and apply them when communicating. 	<ul style="list-style-type: none"> I can conduct short and longer research projects to explore a topic, issue or problem, analyzing interrelationships among concepts or perspectives. I can analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. I can strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, and discourse appropriate to my intent, purpose, and audience. I can use reasoning, planning, and evidence to gather, select, and cite information to support inferences, interpretations, and analyses. I can integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. I can use digital tools and reference materials to interpret intended word meanings, expand my understanding from definitional to conceptual, and apply them when communicating.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE MATHEMATICS COMPETENCIES 9-12

Mathematics Competencies

High School Grades 9-12

Symbolic Expression	Number and Number Systems	Reasoning and Computational Strategies	Metacognitive Skills and Communication
<p>Students will reason abstractly and manipulate symbolic expressions and models to represent relationships and interpret expressions, equations, and inequalities in terms of a given context (including real-world phenomena) for determining unknown values.</p>	<p>Students will expand their understanding of number systems, thinking flexibly and attending to precision and reasonableness, when solving problems using complex numbers.</p>	<p>Students will expand the use of computational strategies and algorithms, using evidence to support authentic application.</p>	<p>Students will use reasoning and metacognitive skills to develop mathematical arguments to justify the reasonableness of conjectures and outcomes and to support formal proofs.</p>
<ul style="list-style-type: none"> • I can write, apply, and provide a rationale for a mathematical model representing a given situation (e.g., linear, quadratic, exponential, trigonometric) • I can analyze and symbolically represent complex numbers (both real and imaginary numbers) • I can interpret and use symbols to express relationships and justify reasoning when solving problems (e.g., evaluating expressions; modeling equations, inequalities, systems of equations/inequalities). • I can apply properties of arithmetic and algebra to simplify and manipulate symbolic expressions or models involving real/imaginary numbers • I can analyze and use the structure of expressions to generate equivalent forms which emphasize different properties of the quantity represented by the expression (e.g., factoring, completing the square, various linear/nonlinear forms) • I can analyze, symbolically represent, and use vector and matrix quantities in problem solving (+)¹ 	<ul style="list-style-type: none"> • I can justify how I apply properties of complex number systems (including real and imaginary numbers) in a variety of contexts (e.g., arithmetic operations, polynomials, rational exponents). 	<ul style="list-style-type: none"> • I can use computational strategies and algorithms, with complex numbers and (+) matrix quantities and provide rationales for their use. 	<ul style="list-style-type: none"> • I can reason quantitatively when analyzing, representing, and solving problems (e.g., algebraic or statistical models). • I can compare the effectiveness or logic of two plausible arguments or models • I can prove geometric theorems (e.g., triangles, circles, lines, angles).

SANBORN REGIONAL SCHOOL DISTRICT-WIDE MATHEMATICS COMPETENCIES 9-12

Mathematics Competencies

High School Grades 9-12

Measurement	Algebraic Functions, Patterns, and Relationships	Geometry	Data Analysis, probability, and Statistics
<p>Students will explain reasoning when applying and modeling geometric measurement formulas.</p>	<p>Students will make use of patterns, relations, and functions to interpret, compare, and analyze pure and applied situations, using the information to make conjectures and support conclusions.</p>	<p>Students will solve problems involving spatial reasoning using properties of 2- and 3- dimensional figures to analyze, represent, and model geometric relationships in pure/theoretical and authentic, applied contexts.</p>	<p>Students will apply statistical methods and reasoning to summarize, represent, analyze, and interpret categorical and quantitative data, including addressing authentic*, applied scenarios. Students will apply the rules of probability to determine the likelihood of a given outcome or to make decisions.</p>
<ul style="list-style-type: none"> • I can create informal arguments that support geometric formulas (e.g., circumference and area of circles or sectors of circles; volume of cylinder, pyramid, cone, sphere; surface area of 2-D and 3-D figures). • I can provide rationales for solving measurement problems that require making conversions among various units and measurement systems, visualizing relationships between 2- and 3-dimensional objects (e.g., identifying shapes of cross-sections or 3-dimensional objects generated by rotations of two-dimensional objects), or applying the effect of a scale factor on area or volume. 	<ul style="list-style-type: none"> • I can write and apply an algebraic model to represent and answer questions about a given situation (e.g., linear, quadratic, polynomial, exponential, trigonometric) and justify my conclusions. • I can interpret, analyze, and use relations and functions applied in a variety of contexts, including real-world phenomena. • I can analyze relations and functions, using multiple representations (e.g., verbal, numerical, graphical, algebraic) and justify my reasoning • I can identify, build, and perform operations on relations and functions (e.g., compose functions, inverse) and justify my reasoning. 	<ul style="list-style-type: none"> • I can use algebraic properties and geometric theorems and postulates to construct and apply viable arguments involving congruence and similarity (e.g., coordinate geometry, indirect/direct proofs, circles, polygons). • I can apply geometric theorems and postulates, sometimes using algebraic properties, to solve problems (e.g., using angles, triangles, trigonometry, circles, polygons). • I can support my reasoning when answering questions about perimeter, area, and volume of complex objects. • I can apply properties of right triangles and circles on the coordinate plane to extend the concepts of trigonometry (e.g., unit circle, Pythagorean Identity, radian measure). • I can create and use a formal geometric construction, using appropriate tools, to illustrate geometric properties (e.g., model a real-world situation). 	<ul style="list-style-type: none"> • I can formulate questions to clarify the problem at hand and formulate one (or more) questions that can be answered with data. • I can design and implement a plan to collect the appropriate data to answer the statistical question. • I can summarize data using appropriate statistics (e.g., describe or compare measures of center, spread, association). • I can select appropriate graphical and numerical methods and use these methods to represent the data in a way that supports interpretation (e.g., dot plots, histograms, scatter plots). • I can interpret descriptive statistics and linear models within the context of the data and the original question. • I can design and conduct probability experiments for given authentic situations. • I can compute probabilities, including conditional probabilities, of compound events in a uniform probability model. • I can apply probability concepts to analyze and evaluate potential decisions and strategies. (+)

SANBORN REGIONAL SCHOOL DISTRICT-WIDE MATHEMATICS COMPETENCIES 9-12

Specific Mathematics Competencies for Courses

Concepts and Procedures	Problem-solving	Communicating Reasoning	Modeling and Data Analysis
Explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.	Solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.	Clearly and precisely construct viable arguments to support own reasoning and to critique the reasoning of others.	Analyze complex, real-world scenarios and construct and use mathematical models to interpret and solve problems.

High School Grades 9-12 Content Competencies

Number and Quantity	Algebra	Functions	Geometry	Statistics and Probability
<p>1. <u>The Real Number System and The Complex Number System:</u> Use and extend properties of complex number systems.</p> <p>2. <u>Quantities:</u> Reason and model quantitatively, when analyzing, representing, and solving problems.</p> <p>3. <u>Vector and Matrix Quantities:</u> Analyze and represent vector and matrix quantities in solving problems.</p>	<p>4. <u>Seeing Structures in Expressions:</u> Analyze and use structure in expressions to solve problems.</p> <p>5. <u>Arithmetic with Polynomials and Rational Expressions & Use polynomial identities to solve problems:</u> Solve problems when applying concepts of polynomials and concepts of rational numbers.</p> <p>6. <u>Creating Equations:</u> Create and use algebraic models to connect mathematical concepts and properties when solving real-world problems.</p> <p>7. <u>Reasoning with Equations and Inequalities:</u> Explain and justify reasoning when solving equations, inequalities, and systems of equations.</p>	<p>8. <u>Interpreting Functions and Trigonometric Functions:</u> Interpret, analyze, and use functions when applied in a variety of contexts, including real world phenomena.</p> <p>9. <u>Building Functions and Trigonometric Functions:</u> Build functions that model relationships between two quantities.</p> <p>10. <u>Linear, Quadratic and Exponential Models:</u> Distinguish among situations that can be represented with linear, quadratic and exponential models and provide evidence to support reasoning.</p>	<p>11. <u>Congruence:</u> Use reasoning to construct and apply viable arguments about congruence. Similarity, Right Triangles, and</p> <p>12. <u>Trigonometry:</u> Use reasoning to construct and apply viable arguments about similarity.</p> <p>13. <u>Circles:</u> Reason and apply theorems about circles.</p> <p>14. <u>Expressing Geometric Properties with Equations:</u> Apply algebraic models to express geometric relationships.</p> <p>15. <u>Geometric Measurement and Dimension:</u> Explain, apply, and model geometric measurement formulas.</p>	<p>16. <u>Statistics and Probability:</u> Apply statistical methods or reasoning to summarize, represent, and interpret categorical and quantitative data.</p> <p>17. <u>Making Inferences and Justifying Conclusions:</u> Make inferences and justify or critique conclusions.</p> <p>18. <u>Conditional Probability and Rules of Probability:</u> Apply the rules of probability including conditional probability to determine the likelihood of a given outcome.</p> <p>19. <u>Using Probability to Make Decisions:</u> Apply probability concepts to analyze and evaluate potential decisions and strategies.</p>

SANBORN REGIONAL SCHOOL DISTRICT-WIDE MATHEMATICS COMPETENCIES K-8

Mathematics Competencies K-8

Competency	K-2	3-4	5-6	7-8
Foundations of Math - Symbolic Expression	<p>Students will reason abstractly and quantitatively, recognizing and making appropriate use of mathematical symbols and expressions for different purposes.</p>	<p>Students will reason abstractly and quantitatively, recognizing and making appropriate use of mathematical symbols and expressions for a variety of purposes, including variables.</p>	<p>Students will reason abstractly and manipulate symbolic expressions to represent relationships and interpret expressions and equations in terms of a given context for determining an unknown value.</p>	<p>Students will reason abstractly and manipulate symbolic expressions to represent relationships and interpret expressions and equations in terms of a given context for determining an unknown value.</p>
<p>The use and manipulation of symbols and expressions provide a variety of representations for solving problems and expressing mathematical concepts, relationships, and reasoning.</p>	<ul style="list-style-type: none"> I can represent whole number quantities in multiple ways (words, symbols, expressions, equations, etc.). I can interpret and explain conceptual meanings of mathematical relationships and symbols used for them, such as expressing quantities, equivalence, and greater than-less than. I can represent and interpret addition and subtraction in multiple formats, including expressions and equations. 	<ul style="list-style-type: none"> I can represent whole number, decimal, and fractional quantities in multiple ways (with words, symbols, models, expressions, equations, etc.). I can interpret, apply, and explain conceptual meanings of mathematical relationships and symbols used for them, such as expressing or comparing quantities, equivalence, etc. I can represent and interpret the four operations in multiple formats, including expressions and equations. I can represent unknown quantities in mathematical expressions and equations using variables. 	<ul style="list-style-type: none"> I can symbolically represent relationships involving non-negative rational numbers, such as equivalent expressions, equations, inequalities, ordered pairs, inverse operations, ratio relationships, and exponents. I can interpret and apply the use of varied symbols in mathematical relationships, formulas, expressions, and operations. I can provide mathematical justification when using or manipulating expressions, equations, or inequalities. 	<ul style="list-style-type: none"> I can symbolically represent relationships involving rational and irrational numbers, such as constant rates of change, equivalent expressions, equations, inequalities, ordered pairs, inverse operations, exponents, absolute value. I can interpret and apply the use of varied symbols in mathematical relationships, formulas, expressions, and operations. I can provide mathematical justification when evaluating expressions and modeling linear equations (e.g., slope, rate of change) and inequalities.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE MATHEMATICS COMPETENCIES K-8

Mathematics Competencies K-8

Competency	K-2	3-4	5-6	7-8
Numbers and Number Systems	<p>Students will demonstrate an understanding of the nature of numbers, thinking flexibly and attending to precision and reasonableness when solving problems using whole numbers.</p>	<p>Students will demonstrate an understanding of number systems, thinking flexibly and attending to precision and reasonableness when solving problems using whole numbers, fractions, and decimals.</p>	<p>Students will expand their understanding of number systems, thinking flexibly and attending to precision and reasonableness when solving problems using rational numbers.</p>	<p>Students will expand their understanding of number systems thinking flexibly and attending to precision and reasonableness when solving problems using rational and irrational numbers.</p>
<p>Understandings of number (“how many” or “how much”) and number types extend applications of arithmetic properties, operations, and number systems and guide the use of computational strategies and algorithms.</p>	<ul style="list-style-type: none"> • I can count, compare, order, estimate, and represent quantities using my understanding of place value to explain my answer or strategy. • I can model and explain why decomposition of whole numbers will help me understand a number or answer a question or solve a problem. 	<ul style="list-style-type: none"> • I can model, compare, order, estimate and represent quantities using my understanding of place value to explain my solution or strategy. • I can distinguish among and represent whole and fractional numbers (e.g., using set, area, and linear models). • I can model and explain why decomposition or composition of numbers will help me solve a problem. 	<ul style="list-style-type: none"> • I can justify how place value and multiple representations can be used to estimate and compare fractions, decimals, percent, ratios, and integers in real-world/applied contexts. • I can use exponents to express quantities and relationships in problem solving. 	<ul style="list-style-type: none"> • I can justify how place value and multiple representations can be used to estimate and compare fractions, decimals, percent, ratios, proportions, and integers in real-world/applied contexts. • I can use positive and negative exponents to express quantities and relationships in problem solving.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE MATHEMATICS COMPETENCIES K-8

Mathematics Competencies K-8

Competency	K-2	3-4	5-6	7-8
Reasoning and Computational Strategies	<p>Students will apply additive reasoning using multiple strategies (algorithms, models, & manipulatives) to solve authentic applied problems.</p>	<p>Students will apply additive, multiplicative, and fractional reasoning using multiple strategies (algorithms, models, & manipulatives) to solve authentic applied problems.</p>	<p>Students will expand the use of computational strategies, algorithms, and proportional reasoning to rational numbers.</p>	<p>Students will expand the use of computational strategies, algorithms, and proportional reasoning to rational and irrational numbers.</p>
<p>Understandings of number (“how many” or “how much”) and number types extend applications of arithmetic properties, operations, and number systems and guide the use of computational strategies and algorithms.</p>	<ul style="list-style-type: none"> • I can fluently add, subtract and estimate using whole numbers. • I can perform operations with whole numbers using models, representations, and math language. • I can apply properties and inverse relationships between addition and subtraction to solve and justify solutions. • I can determine and explain my reasoning for an appropriate approach for a given situation. 	<ul style="list-style-type: none"> • I can fluently add, subtract, multiply, divide and estimate using whole numbers, fractions, mixed numbers and decimals. • I can perform operations with whole numbers, fractions, mixed numbers, and decimals using models, representations, and math language. • I can apply properties and inverse operations between multiplication and division to solve and justify solutions. • I can determine and explain my reasoning for more than one appropriate approach for a given situation. 	<ul style="list-style-type: none"> • I can perform operations fluently with non-negative rational numbers. • I can identify and generate equivalence of indicated division and fractional parts. • I can apply properties and inverse operations to solve and justify solutions. • I can generate and evaluate possible approaches for a given authentic situation. • 	<ul style="list-style-type: none"> • I can perform operations fluently with rational numbers • I can generate equivalence of indicated division and fractional parts. • I can apply properties and inverse operations to solve and justify solutions. • I can generate and evaluate the appropriateness or efficiency of possible approaches for a given situation and conditions, such as application in authentic applied contexts*.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE MATHEMATICS COMPETENCIES K-8

Mathematics Competencies K-8

Competency	K-2	3-4	5-6	7-8
Metacognitive Skills and Communication	Students will use reasoning and self-monitoring to analyze and explain a solution pathway.	Students will use reasoning and self-monitoring to analyze and justify one or more solution pathways.	Students will use reasoning and metacognitive skills* through making conjectures, justifying, and communicating mathematical solutions and arguments.	Students will use reasoning and metacognitive skills through making conjectures, justifying, and effectively* communicating mathematical solutions and arguments.
<p style="text-align: center;">Understandings of number (“how many” or “how much”) and number types extend applications of arithmetic properties, operations, and number systems and guide the use of computational strategies and algorithms.</p>	<ul style="list-style-type: none"> • I can check the reasonableness of solutions (e.g., with estimation, diagrams, tables). • I can critique and explain the strategy and mathematical reasoning used in a problem 	<ul style="list-style-type: none"> • I can check the reasonableness of solutions (e.g., with estimation and rounding, diagrams, data tables, models). • I can critique, explain, and defend the strategy and mathematical reasoning used in a problem. 	<ul style="list-style-type: none"> • I can use informal (concrete referents: objects, drawings, etc.) and rule-based (formulas) arguments to support the reasonableness of a solution. • I can make, test and justify conjectures using mathematical concepts and models. 	<ul style="list-style-type: none"> • I can use stated assumptions, definitions, patterns, or previously established results to support the reasonableness of arguments/justifications. • I can make, test, evaluate, and justify conjectures using mathematical concepts and models.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE MATHEMATICS COMPETENCIES K-8

Mathematics Competencies K-8

Competency	K-2	3-4	5-6	7-8
Measurement	<p>Students will use standard and nonstandard measurement tools, units, and attributes to describe and compare objects, authentic applied situations, or events, and to solve measurement problems.</p>	<p>Students will use measurement tools, units, and attributes to describe and compare objects, situations, or events, and to solve authentic applied measurement problems.</p>	<p>Students will use tools and apply precision and reasoning to solve measurement problems authentic applied contexts.</p>	<p>Students will strategically use tools and apply proportional reasoning and precision to solve measurement problems in pure/theoretical and authentic applied contexts.</p>
<p>Measurement attributes, processes, and tools help us quantify, compare, and solve problems involving objects, situations, and events.</p>	<ul style="list-style-type: none"> I can apply appropriate tools and techniques while attending to precision to solve problems involving measurement (time, money, length, height, weight). I can estimate and explain measurements using appropriate units. I can describe and compare relative sizes of objects using terms such as: short-long, short-tall, heavy-light, more-less, large-small, thick-thin. 	<ul style="list-style-type: none"> I can apply appropriate tools, techniques and formulas while attending to precision to solve problems involving measurement (liquid volume, mass, perimeter, area, time, angles, money, distances). I can estimate and justify measurements using appropriate units and relative sizes. I can explain and use relationships among units within a measurement system (e.g., minutes/hour, inches/ft. or yd.). 	<ul style="list-style-type: none"> I can make and justify estimates and conversions within measurement systems. I can compare measurement attributes, measures, and models, and select the appropriate customary or metric units of measure and formula for the given task (e.g., volume, surface area). 	<ul style="list-style-type: none"> I can make and justify estimates and conversions within measurement systems. I can compare measurement attributes, measures, and models, and select the appropriate customary or metric units of measure and formula for the given task (e.g., scale drawings, similar figures, distance between two points).

SANBORN REGIONAL SCHOOL DISTRICT-WIDE MATHEMATICS COMPETENCIES K-8

Mathematics Competencies K-8

Competency	K-2	3-4	5-6	7-8
Algebraic Functions, Patterns, and Relations	<p>Students will make use of structure to represent, interpret, and analyze change or patterns in various contexts using models, rules, and explanations.</p>	<p>Students will make use of structure to represent, analyze, and generalize change or patterns in various contexts using models and justification.</p>	<p>Students will make use of structure to describe and compare situations that involve change or patterns and use the information to make conjectures and justify conclusions/solutions.</p>	<p>Students will make use of structure to describe and compare situations that involve proportionality, change, or patterns and use the information to make conjectures and justify conclusions/solutions.</p>
<p>Patterns, relations, and functions are used to represent and analyze change in various contexts, make predictions and generalizations, and provide models and explanations for real-world phenomena.</p>	<ul style="list-style-type: none"> I can use concrete, pictorial, and symbolic representations to identify, describe, compare, and model situations that involve change. I can identify, interpret, and analyze patterns (repeating and growing) using rules involving addition and subtraction. 	<ul style="list-style-type: none"> I can use concrete, pictorial, and symbolic representations to identify, describe, compare, and model situations that involve change. I can interpret, analyze, and extend patterns (repeating and growing) using functions involving the four basic operations. 	<ul style="list-style-type: none"> I can model contextual situations using multiple representations. I can calculate constant rates of change for authentic situations. I can interpret, analyze, and generalize a variety of mathematical patterns and arithmetic relations 	<ul style="list-style-type: none"> I can model contextual situations using multiple representations (e.g., interpreting slope). I can calculate constant rates of change for authentic situations. I can interpret, analyze, and generalize a variety of mathematical patterns, relations, or explicit and recursive functions.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE MATHEMATICS COMPETENCIES K-8

Mathematics Competencies K-8

Competency	K-2	3-4	5-6	7-8
Geometry	<p>Students will recognize and use attributes of two- and three-dimensional figures to solve problems.</p>	<p>Students will use attributes of two-dimensional shapes and complex figures to solve authentic applied problems.</p>	<p>Students will solve problems involving reasoning using properties of 2- and 3-dimensional shapes to analyze, represent, and model geometric relationships in authentic applied contexts.</p>	<p>Students will solve problems involving reasoning using properties of 2- and 3-dimensional shapes to analyze, represent, and model geometric relationships in pure/theoretical and authentic applied contexts.</p>
<p>Visualizations, spatial reasoning, and properties of 2- and 3-dimensional figures can be used to analyze, represent, and model geometric concepts and relationships.</p>	<ul style="list-style-type: none"> I can describe, compare, and explain possible classifications of objects and figures based on geometric attributes. I can compose, decompose, and draw figures applying spatial reasoning. 	<ul style="list-style-type: none"> I can describe, compare, and justify how to classify objects and figures based on shared geometric attributes (e.g., angles, sides, points). I can compose, decompose, and draw complex figures applying spatial reasoning. I can apply and explain concepts of symmetry in a variety of figures or for different authentic situations 	<ul style="list-style-type: none"> I can solve problems and justify solutions using geometric relationships, properties, and formulas (e.g., volume, surface area). I can decompose figures into new figures and construct figures with given conditions. I can represent authentic situations using coordinate graphing and diagrams. 	<ul style="list-style-type: none"> I can solve problems and justify solutions using geometric relationships, properties (e.g., parallel/perpendicular lines, angles), and formulas. I can decompose figures into new figures and construct geometric figures with given conditions. I can demonstrate transformations* using multiple contexts (e.g., coordinate grid, models, technology).

SANBORN REGIONAL SCHOOL DISTRICT-WIDE MATHEMATICS COMPETENCIES K-8

Mathematics Competencies K-8

Competency	K-2	3-4	5-6	7-8
Data Analysis, Probability, and Statistics	<p>Students will gather, represent, and interpret data related to a particular/single unit scale, including authentic applications.</p> <ul style="list-style-type: none"> I can formulate questions and gather, record, and organize data to answer them. I can construct and interpret data (e.g., using pictograph, bar graph, tally) to answer questions or identify patterns 	<p>Students will gather, represent, and interpret data related to a particular/single context, including authentic applications.</p> <ul style="list-style-type: none"> I can formulate questions and gather, record, and organize data to support my answers. I can represent a data set with multiple categories (e.g., using a key to show relationships: 1 circle = 5 dogs; 1 inch = 1 mile). I can identify and describe variations in data, and describe and compare shapes of distribution (e.g., using line plot, scaled pictograph). 	<p>Students will design investigations and gather data involving populations* (data sets).</p> <ul style="list-style-type: none"> I can formulate questions, gather data, and build representations (e.g., box plots, dot and line plots, histograms) to support my conclusions I can compare populations by analyzing distributions in terms of variability and measures of central tendency (e.g., interpreting mean as a fair share and center of balance). 	<p>Students will design investigations and conduct probability experiments involving populations.</p> <ul style="list-style-type: none"> I can formulate questions, gather data, and build representations (e.g., box plots, scatter plots, circle graphs, histograms) to justify or refute my conjectures and conclusions. I can compare populations by analyzing distributions in terms of variability and measures of central tendency, interquartile ranges, and outliers. I can generate random samples to characterize variability in estimates and predictions about a population. I can build and analyze models representing the association between two variables.
<p>Questions are posed and investigated by collecting data or retrieving existing data, and representing, analyzing, and interpreting data. Investigations, inferences, and predictions are used to make critical and informed decisions.</p>				

SANBORN REGIONAL SCHOOL DISTRICT-WIDE SOCIAL STUDIES COMPETENCIES K-12

C3 FRAMEWORKS K-12 Dimensions

	DIMENSION 1	DIMENSION 2	DIMENSION 3	DIMENSION 4
	Developing Questions and Planning Inquiries	Applying Disciplinary Tools and Concepts	Evaluating Sources and Using Evidence	Communicating Conclusions and Taking Informed Action
K-2				
3-5				
6-8				
9-12				

SANBORN REGIONAL SCHOOL DISTRICT-WIDE SOCIAL STUDIES COMPETENCIES K-12

C3 FRAMEWORKS K-12 Social Studies Competencies

Applications of Social Studies Processes, Knowledge, and Skill	Civic Engagement	Civics and Government	Economics	Geography	History
Collaboratively and independently, research, present, and defend positions on societal issues, trends, and events by developing and modifying research questions and selecting, evaluating, and synthesizing information from multiple and varied resources.	Select, plan, and implement a civic action or service learning project based on a community, school, state, national, international asset or need and evaluate the projects effectiveness and civic contribution.	Apply understanding of ideals and purposes of founding documents, the principles and structures of constitutional government in the united States and American political system to analyze the interpersonal relationships among civic, government, and politics in the past and present.	Assess personal, national, and global economic decisions using principles and processes of personal economics, the interaction of production, distribution, consumption and the role of markets in various economic and political systems.	Analyze the physical, human, and environmental geography of United States and various regions of the world to evaluate the interdependent relationships and challenges facing human systems in order to solve problems and make decisions in the past, present, and future.	Apply and demonstrate knowledge of major eras, enduring themes, turning points, and historical influences to analyze the forces of change in the community, the state, the United States, and the world.
High School 9-12					
Develop and defend positions on issues and events, using evidence from research gathered from a variety of sources.	Develop, implement and evaluate a civic or service learning project based on a local, national, or global issue.	Use evidence from founding documents, principles and structures of the constitutional government and political system in America to analyze relationships between citizens, governments and politics over time.	Assess personal, national and global economic decisions using principles of various economic and political systems.	Analyze how geography affects the interdependence of human societies and civilizations, and solve issues related to geography.	Demonstrate and apply knowledge of major eras, themes and historical influences, and analyze how they affect the community, the state, the United States and the world.
Middle School Grades 6-8					
Independently researching and gathering information from various resources. Ask questions, analyze information and evaluate sources for effective support as students develop historical, geographical, and cultural perspectives.	Identify the needs of the local, national, and international community and create a plan, and take action to solve the problem.	Distinguish the similarities and differences of government past, present, and globally through the use of primary sources. Identify the shifting role of government through history and apply an understanding of the American political system to both global and ancient civilizations.	Gain a basic understanding of economic systems and the roles they have played on past, present, and global events.	Identify how political, physical, environmental, and human geography impacts the past, present, and future world.	Focus on the impacts of historical events and its influences over time through an investigation of turning points and key figures. Analyze primary sources with increasing
Elementary School Grades 3-5					
Develop and present research-based projects which synthesize information from multiple resources	Students examine how they can actively improve and solve problems their classroom, school, or local community.	Understand why society needs rules, laws and government. Examine responsibilities of citizens at the local, state, or national level.	Demonstrate an understanding of the foundational concepts of economics.	Analyze maps to understand the ways in which geographic features influence life in New Hampshire and the United States.	Apply and demonstrate knowledge of major eras, individuals and/or groups who have profoundly affected life in the United States.
Elementary School Grades K-2					
With support develop and present research-based projects which synthesize information from multiple resources.	Students examine how they can actively improve and solve problems in their classroom, school, or local community.	Examine and compare rules and responsibilities as members of a community.	Distinguish between needs and wants in order to apply understanding of how these are met within a community.	Understand that maps are tools that convey information.	Apply and demonstrate knowledge of events, individuals, and groups that affect the community

SANBORN REGIONAL SCHOOL DISTRICT-WIDE SCIENCE COMPETENCIES K-12

STATE of NH Competencies NGS Cross-Cutting Concepts 9-12

Patterns	Scales of Systems and System Models	Energy and Matter Systems
<p>Students will demonstrate the ability to observe and describe patterns in natural and human designed phenomena and use those patterns to support claims about the observed or predicted relationships among phenomena.</p>	<p>Students will demonstrate the ability to investigate and analyze a natural or human designed system in terms of scale, proportion, and quantity of boundaries, inputs, outputs, interactions, and behaviors and use this information to develop a system model that can be used to understand and empirically evaluate accuracy of models in terms of its representing the underlying system.</p>	<p>Students will demonstrate the ability to analyze evidence from a variety of sources (investigations, models) to predict, connect and/or evaluate the cycling of matter and flow of energy within and between systems in order to understand, describe, or predict possibilities and limitations of systems.</p>
Structure and Function	Stability and Change Systems (Cause and Effect)	Nature of Science
<p>Students will demonstrate the ability to use evidence to support claims about the relationship among structure and function of natural and human designed objects.</p>	<p>Students will demonstrate the ability to investigate and analyze static and dynamic conditions of natural and human designed systems in order to explain and evaluate potential causal relationships by using evidence to support claims and predictions about the mechanisms that drive those relationships.</p>	<p>Student will demonstrate the ability to work collaboratively and individually to generate testable questions or define problems, plan and conduct investigations using a variety of research methods in various settings, analyze and interpret data, reason with evidence to construct explanations in light of existing theory and previous research, and effectively communicate the research processes and conclusions</p>

SANBORN REGIONAL SCHOOL DISTRICT-WIDE SCIENCE COMPETENCIES 6-8

NGS Cross-Cutting Concepts 6-8

Grade	Nature of Science	Patterns	Cause and Effect	Scale, Proportion, and Quantity
	<ul style="list-style-type: none"> Students will work collaboratively and individually to generate testable questions or define problems in terms of given constraints and criteria; plan and conduct investigations or apply engineering design practices to analyze and interpret data, and construct and communicate evidence-based explanations or possible optimal solutions. 	<ul style="list-style-type: none"> Students will observe, predict, and analyze patterns in order to support evidence-based claims about relationships (e.g., cause and effect, structure and function, macroscopic and microscopic). 	<p>Students will investigate, explain, and evaluate potential causal relationships, using evidence to support claims and predictions about the mechanisms that drive those relationships.</p>	<p>Students will apply reasoning and modeling to determine the proportional relationships in observable and non-observable phenomena in terms of relative scale and quantity.</p>
6-8	<ul style="list-style-type: none"> I can develop testable questions, make logical predictions, collect and analyze data, and use specific evidence to interpret and draw conclusions, communicate findings, and develop scientific explanations. I can apply the engineering design process to optimally improve or solve problems using evidence. I can utilize scientific hypotheses, theories and laws to objectively explore and describe the natural and engineered world, investigate changes over time and revise or reinterpret knowledge based on new evidence. 	<ul style="list-style-type: none"> I can use identified patterns in rates of change and other numerical relationships that provide information about natural and human-designed systems. I can analyze and interpret data for past patterns to predict future patterns. I can create models to predict trends and explain patterns in data that support my claims. 	<ul style="list-style-type: none"> I can classify relationships as causal or correlational using evidence to support my claim. I can investigate cause and effect relationships in order to explain the mechanisms driving change. I can predict phenomena in natural or designed systems, by applying cause and effect relationships.. I can describe cause and effect relationships using probability concepts. 	<ul style="list-style-type: none"> I can determine an appropriate scale to observe time, space, and energy phenomena using models to study systems that are quite large or small. I can use a variety of methods, tools and mathematical representations (algebraic expressions and equations) to make measurements, observations, and predictions of phenomena. I can observe that the function of natural and designed systems may change with scale. I can find and describe proportional relationships (e.g., speed as the ratio of distance traveled to time taken) among different types of quantities and use the relationship to predict the magnitude of properties and processes.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE SCIENCE COMPETENCIES 6-8

NGS Cross-Cutting Concepts 6-8

Grade	Systems and System Models	Energy and Matter Systems	Structure and Function	Stability and Change Systems
	<p>Students will investigate and analyze a natural or human designed system in order to develop and justify a model that accurately represents the system or aspects of the system (e.g., boundaries, inputs, outputs, interactions, and behaviors).</p>	<p>Students will analyze evidence (e.g., investigations, models, theories, scenarios) to predict and track changes in the cycling of matter and flow of energy within and between systems in order to identify their possibilities and limitations.</p>	<p>Students will analyze the relationship among structure and function of natural or human designed objects, using evidence to redesign or support claims about survival and/or improved performance</p>	<p>Students will analyze and evaluate the stability of natural and human designed systems in order to develop evidence-based explanations and predictions of changes over time.</p>
6-8	<ul style="list-style-type: none"> • I can describe the structure and interactions of systems that may exist independently, be composed of sub- systems, or be a part of larger complex systems. • I can model systems and their interactions, including inputs, processes, and outputs. • I can design and utilize a model to explain and justify the possible effects of change within a system (e.g., cycling of matter and the flow of energy). • I can determine the limitations of a model when it represents only certain aspects of the system under study. 	<ul style="list-style-type: none"> • I can develop a model and from it draw evidence that matter is conserved in physical and chemical processes. • I can demonstrate how the transfer of energy drives the motion and/or cycling of matter within a natural and a designed system,. • I can interpret and defend my interpretation of the effects of different forms of energy within and between systems (e.g. energy in fields, thermal energy, energy of motion). • I can predict possible changes within the system by tracking the transfer of energy flow through a designed or natural system. 	<ul style="list-style-type: none"> • I can model complex and microscopic structures and systems. • I can visualize and model how function depends on the shapes, composition, and relationships among its parts. • I can analyze complex natural and designed structures/systems to determine how they function. • I can use functional and structural evidence to develop or improve natural or human-designed structures by taking into account properties of different materials and how materials can be shaped and used. 	<ul style="list-style-type: none"> • I can use evidence to analyze and evaluate of stability and change of natural or designed systems. • I can examine changes over time and forces at different scales, including the atomic scale, to explain and predict the stability of a system. • I can use evidence to predict how small changes in one part of a system may influence large changes in another part. • I can use empirical evidence to construct an argument of how stability might be disturbed either by sudden events or gradual changes that accumulate over time. • I can demonstrate, using evidence, that a system in dynamic equilibrium is stable due to a balance of feedback mechanisms.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE SCIENCE COMPETENCIES 3-5

Competencies NGS Cross-Cutting Concepts 3-5

Grade	Nature of Science	Patterns	Cause and Effect	Scale, Proportion, and Quantity
	<p>Students will work collaboratively and individually to generate testable questions or to define problems in terms of a given situation; research, plan, and conduct investigations or apply engineering design practices*; analyze and interpret data; and construct and communicate evidence-based explanations or best possible solutions.</p>	<p>Students will sort and classify natural and designed phenomena*, identifying similarities and differences, in order to recognize and use patterns.</p>	<p>Students will investigate cause and effect relationships to make predictions and support evidenced-based explanations or claims about change.</p>	<p>Students will use relative scale and quantity to describe, compare, or represent data in order to answer questions about observable and non-observable phenomena, create investigations, and solve problems.</p>
3-5	<ul style="list-style-type: none"> I can develop testable questions, make logical predictions, collect and analyze data, and use specific evidence to interpret, draw conclusions and communicate findings from an investigation. I can develop a plan to improve or solve authentic problems using evidence. I can apply science and engineering practices to design and build systems. 	<ul style="list-style-type: none"> I can recognize patterns and use them to describe phenomena. I can use patterns as evidence (e.g., observations of patterns that can be predicted such as force and interactions, waves, inheritance and variation of traits, weather and climate, Earth’s systems, space systems). I can develop models to communicate about and describe patterns. 	<ul style="list-style-type: none"> I can verify that events that occur together might or might not share a cause. I can use observational data to predict or draw conclusions about cause and effect relationships (e.g., forces and interactions, properties of matter, energy, interdependent relationships in ecosystems). I can locate and use evidence from a variety of sources to develop and support explanations or claims about cause-effect relationships (e.g., inheritance and variation of traits, weather and climate, Earth’s systems, space systems). 	<ul style="list-style-type: none"> I can represent natural objects from the very small to immensely large (e.g., structure and properties of matter, space systems). I can analyze and interpret data to provide evidence that observable phenomena exist from very short to very long time periods and very small to vast distances (e.g., interdependent relationships in ecosystems, space systems). I can describe or compare physical quantities (weight, time, temperature, volume) when answering questions about structure and properties of matter, Earth’s systems, etc., using appropriate tools and standard units (e.g., measurement tools, visual displays, graphs, tables).

SANBORN REGIONAL SCHOOL DISTRICT-WIDE SCIENCE COMPETENCIES 3-5

Competencies NGS Cross-Cutting Concepts 3-5

Grade	Systems and System Models	Energy and Matter Systems	Structure and Function	Stability and Change Systems
	<p>Students will investigate and use models of natural or human- designed systems in order to describe a system, how its parts function together, and how internal and external factors affect the system or its parts.</p>	<p>Students will investigate and use models to make predictions and support evidence- based explanations about the cycling of matter and flow of energy within and between systems.</p>	<p>Students will investigate the structure, substructure, and function of organisms and human-designed objects in order to analyze relationships and support evidence-based explanations about survival or performance.</p>	<p>Students will investigate natural or designed systems in order to make predictions, analyze, and explain how slow or rapid changes may affect the stability of a system over time.</p>
3-5	<ul style="list-style-type: none"> • I can develop a model to describe how a natural system functions in terms of its components and their interactions (e.g., matter and energy within organisms or ecosystems, Earth’s systems). • I can design solutions to address internal and external factors that affect a natural or human- designed system (e.g., interdependent relationships in ecosystems, Earth’s systems). 	<ul style="list-style-type: none"> • I can explain how matter is conserved and transported into, out of, and within systems (e.g. matter & energy in organisms and ecosystems). • I can explain how energy can be transferred in various ways (e.g., sound, light, heat, and electrical currents - energy). • I can demonstrate that energy can be transferred between objects (e.g., object speed and collision - energy). • I can demonstrate how energy can be transformed from one form to another (e.g., passive solar heater converting light into heat, electrical currents converting electrical energy into motion energy), using a model I create myself. 	<ul style="list-style-type: none"> • I can use observations from investigations or models to support explanations of how structures of plants or animals function to support survival and/or performance. • I can use investigations and engineering processes to redesign structures of human-made products to enhance or change performance. 	<ul style="list-style-type: none"> • I can explain simple rates of change for natural phenomena (e.g. space systems). • I can use evidence from observations, data, and maps to make predictions and support evidence-based explanations about how systems change over time (e.g., weather and climate, Earth’s systems).

SANBORN REGIONAL SCHOOL DISTRICT-WIDE SCIENCE COMPETENCIES K-2

Competencies NGS Cross-Cutting Concepts K-2

Grade	Nature of Science	Patterns	Cause and Effect	Scale, Proportion, and Quantity
	Students will work collaboratively to make observations and predictions in order to answer testable questions and use their senses, tools and materials to find possible solutions to simple problems.	Students will observe patterns in the natural world (including human), develop questions to investigate, make connections, and support connections with evidence.	Students will investigate causal relationships that generate observable patterns and explain their thinking with evidence.	Students will describe and compare objects, situations, or events using relative scale* and standard and nonstandard measurement tools, units, and attributes when making observations or solving problems.
K-2	<ul style="list-style-type: none"> I can make observations (e.g., comparing plants and animals; movement of objects in the sky) and develop drawings, explanations, or demonstrations to represent what I've learned (e.g., predictable patterns in how things move or grow). I can design and create a model or device to solve a specific problem (e.g., using light or sound to communicate over a distance). I can support my predictions and conclusions using evidence (facts, observations, or measurements). 	<ul style="list-style-type: none"> I can investigate using observations, reading, media, etc. to describe patterns of living things (e.g., how they grow and survive how parents help offspring). I can investigate using observations, reading, media, etc. to describe or compare patterns in the natural world (e.g., changing seasons, local weather conditions, movement of sun and moon, Earth features). I can use observations (e.g., observable patterns or properties) to support classifications of or make claims about different materials. 	<ul style="list-style-type: none"> I can design simple tests to observe causes and to support or refute my own ideas. I can conduct investigations and use data to support my conclusions about cause-effect relationships (e.g., effects of push-pull forces, heating, cooling, and adding nutrients or sunlight). I can analyze observations and data to determine if a model or design solution works as intended (e.g., to change the speed or direction of an object, which materials have the properties best suited for an intended purpose). 	<ul style="list-style-type: none"> I can solve problems involving changes in measurement of objects or events (time, money, length, height, weight) using appropriate tools, techniques, and units. I can describe and compare objects, situations, or events using relative scale and sizes of objects using terms such as: short- long, short-tall, heavy-light, more-less, large- small, thick-thin, etc.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE SCIENCE COMPETENCIES K-2

Competencies NGS Cross-Cutting Concepts K-2

Grade	Systems and System Models	Energy and Matter Systems	Structure and Function	Stability and Change Systems
	Students will explain how the parts of systems work together (e.g., an environment, including the animals and plants) in order to function effectively.	Students will investigate, observe and describe solids, liquids, and gases, and what happens when matter and energy is manipulated (e.g., heated, cooled, disassembled, and reassembled).	Students will observe, demonstrate, and explain how the shape and stability* of structures of natural or designed objects are related to their functions.	Students will distinguish between changes in natural systems that happen rapidly and changes that happen over time.
K-2	<ul style="list-style-type: none"> • I can construct an argument supported by evidence for how living things (plants, animals, humans) use resources in the environment and sometimes change the environment to meet their needs. • I can represent the inter-relationships among the living and non-living things of a given environment, using models. 	<ul style="list-style-type: none"> • I can construct an evidence-based account of how heat, light, motion, or sound energy affects other things, using my observations. • I can plan and conduct an investigation to see what happens when I change the amount of energy in a system. 	<ul style="list-style-type: none"> • I can develop simple models that mimic various structures and functions of living things (e.g., how structures of a plant or animal disperse seeds, how body structures help animals communicate, move, or meet their needs). • I can analyze how the structures of man-made materials or objects make them useful for specific purposes/functions. 	<ul style="list-style-type: none"> • I can use information from multiple sources, including observations of models, to provide evidence how things change and/or stay the same and that change can occur either slowly or rapidly.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE ARTS COMPETENCIES (FINE ARTS) K-12

Fine Arts State of New Hampshire Competencies K-12

Create	Present	Respond	Connect
Applying the skills and language of a specific arts discipline, students will demonstrate the ability to <i>create</i> in the arts.	Applying the skills and language of a specific arts discipline, students will demonstrate the ability to <i>present</i> in the arts.	Applying the skills and language of a specific arts discipline, students will demonstrate the ability to <i>respond</i> in the arts.	Applying the skills and language of a specific arts discipline, students will demonstrate the ability to <i>connect</i> in the arts.

High School 9-12

Create	Present	Respond	Connect
<p>Planning: Generate, conceptualize, and organize artistic ideas</p> <p>Improvements: Refine artistic ideas and artistic work</p> <p>Translate: Examine and produce accurate value, color, and proportion in representing real life objects</p> <p>Form: Apply proper building methods in the creation of a form.</p> <p>Surface: Apply proper surface design and glaze methods.</p> <p>Elements and Principles: Apply essential skills and knowledge in an artistic work through elements and principles of art.</p> <p>Composition: Organize a thoughtful composition through exploration and use of principles of art.</p> <p>Materials: Explore and analyze art mediums</p>	<p>Risk taking: Explore risky choices while synthesizing skills and knowledge</p> <p>Artistry: Demonstrate pride through the careful execution of the process and handling of materials</p>	<p>Examine: Interpret intent and meaning of artistic work</p> <p>Criteria: Apply standards and knowledge to artistic work</p>	<p>Contexts: Apply societal, cultural, and historical contexts to artistic ideas and work</p> <p>Meaning: Synthesize and relate knowledge and experience to artistic ideas and work</p>

Middle School Grades 6-8

Create	Present	Respond	Connect
<p>Generate, conceptualize, and organize artistic ideas</p> <p>Refine and completing artistic work</p>	<p>Analyze, interpret, and select artistic works for presentation.</p> <p>Recognize developing and refining works for presentation.</p>	<p>Perceive and analyze artistic work.</p> <p>Interpret intent and meaning of artistic work.</p> <p>Apply criteria to artistic work.</p>	<p>Synthesize and relate knowledge and experience to artistic ideas and artistic work.</p> <p>Apply societal, cultural, and historical contexts to artistic ideas and artistic work</p>

Elementary School Grades K-5

Create	Present	Respond	Connect
<p>Generate, conceptualize, and organize artistic ideas</p> <p>Refine and completing artistic work</p>	<p>Analyze, interpret, and select artistic works for presentation.</p> <p>Recognize developing and refining works for presentation.</p>	<p>Perceive and analyze artistic work.</p> <p>Interpret intent and meaning of artistic work.</p> <p>Apply criteria to artistic work.</p>	<p>Synthesize and relate knowledge and experience to artistic ideas and artistic work.</p> <p>Apply societal, cultural, and historical contexts to artistic ideas and artistic work</p>

SANBORN REGIONAL SCHOOL DISTRICT-WIDE ARTS COMPETENCIES (PERFORMING ARTS) K-12

Music Performing Arts State of New Hampshire Competencies K-12

Create	Perform	Respond	Connect
Apply the skills and language of music to demonstrate the ability to create music.	Apply the skills and standards learned to demonstrate in performance in a way that conveys meanings and communicates ideas of completed works.	Apply the skills and language learned to demonstrate the ability to respond to musical intent.	Apply the skills and developed to demonstrate the ability to make connections within music and other disciplines.

Music, Band, Chorus High School 9-12

Create	Perform	Respond	Connect
<p>Planning: Generate, conceptualize, and organize musical ideas</p> <p>Improvements: Refine musical ideas and musical work</p> <p>Elements and Principles: Apply professional rehearsal standards in the creation of musical learning.</p>	<p>Perform: Analyzing, interpreting, and performing selected musical works</p> <p>Artistry: Demonstrate pride through the production of high quality work and professional standards during public performances.</p>	<p>Examine: Interpret intent and meaning of musical work</p> <p>Criteria: Apply standards and knowledge to musical work</p>	<p>Contexts: Apply societal, cultural, and historical contexts to musical ideas and musical work</p> <p>Meaning: Synthesize and relate knowledge and experience to musical ideas and musical work</p>

Music, Band, Chorus Middle School Grades 6-8

Create	Perform	Respond	Connect
<p>Planning: Generate, conceptualize, and organize musical ideas</p> <p>Improvements: Refine musical ideas and musical work</p> <p>Elements and Principles: Apply professional rehearsal standards in the creation of musical learning.</p>	<p>Perform: Analyzing, interpreting, and performing selected musical works</p> <p>Artistry: Demonstrate pride through the production of high quality work and professional standards during public performances.</p>	<p>Examine: Interpret intent and meaning of musical work</p> <p>Criteria: Apply standards and knowledge to musical work</p>	<p>Contexts: Apply societal, cultural, and historical contexts to musical ideas and musical work</p> <p>Meaning: Synthesize and relate knowledge and experience to musical ideas and musical work</p>

Music Elementary School Grades K-5

Create	Perform	Respond	Connect
<p>Planning: Generate, conceptualize, and organize musical ideas.</p> <p>Improvements: Refine musical ideas and musical works</p> <p>Elements and Principles: Apply professional rehearsal standards in the creation of musical learning.</p>	<p>Perform: Analyzing, interpreting and performing selected musical works.</p> <p>Artistry: Demonstrate pride through the production of high quality standards during public performances.</p>	<p>Examine: Interpret intent and meaning of musical work</p> <p>Criteria: Apply standards and knowledge to musical work.</p>	<p>Contexts: Apply societal, cultural, and historical contexts to musical ideas and musical work.</p> <p>Meaning: Synthesize and relate knowledge and experience to musical ideas and musical work.</p>

SANBORN REGIONAL SCHOOL DISTRICT-WIDE WELLNESS PHYSICAL EDUCATION COMPETENCIES K-12

Physical Education Competencies K-12

Motor Skills & Movement Patterns	Concepts and Strategies	Health Enhancing Level of Fitness and Physical activity	Responsible Personal and Social Behavior	Recognizes the Value of Physical Activity
Demonstrates competency in motor skills and movement patterns.	Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Exhibits responsible personal and social behavior that respects self and others.	Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

High School Grades 9-12

PE- Psychomotor	PE-Cognitive	PE-Affective	PE-Physical Fitness
PE 1: Psychomotor: Demonstrate competency in a variety of motor skills and movement patterns.	PE 4: Cognitive: The student applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	PE 3: Affective: Participates regularly in physical activity. PE 2: Affective: Exhibits responsible personal and social behavior that respects self and others.	PE 5: Physical Fitness: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. PE 6: Physical Fitness: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Middle School Grades 6-8

PE- Psychomotor	PE-Cognitive	PE-Affective	PE-Physical Fitness
PE 1: Psychomotor: Demonstrate competency in a variety of motor skills and movement patterns.	PE 4: Cognitive: The student applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	PE 3: Affective: Participates regularly in physical activity. PE 2: Affective: Exhibits responsible personal and social behavior that respects self and others.	PE 5: Physical Fitness: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. PE 6: Physical Fitness: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Elementary School Grades K-5

PE- Psychomotor	PE-Cognitive	PE-Affective
PE 1: Psychomotor: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities PE 3: Psychomotor: Participates regularly in physical activities PE 4: Psychomotor: Achieves and maintains a health-enhancing level of physical fitness	PE 2: Cognitive: Demonstrates understanding of movement concepts, principles, strategies, and tactics that apply to the learning and performance of physical activities	PE 5: Affective: Exhibits responsible, personal and social behaviors that respects self and others in physical activities PE 5: Affective: Exhibits responsible, personal and social behaviors that respects self and others in physical activities

SANBORN REGIONAL SCHOOL DISTRICT-WIDE HEALTH COMPETENCIES K-12

Health-Cognitive	Health- Affective	Health- Physical Fitness	Health -Personal Health
High School Grades 9-12			
<p>Students will comprehend concepts related to health promotion and disease prevention. Students will analyze the influence of culture, media, technology and other factors on health</p>	<p>Student exhibits responsible personal and social behavior that respects self and others Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks</p>	<p>Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p>	<p>Students will demonstrate the ability to access valid health information and health-promoting products and services. Students will demonstrate the ability to advocate for personal, family and community health.</p>
Middle School Grades 6-8			
<p>Students will comprehend concepts related to health promotion and disease prevention. Students will analyze the influence of culture, media, technology and other factors on health</p>	<p>Student exhibits responsible personal and social behavior that respects self and others Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks</p>	<p>Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p>	<p>Students will demonstrate the ability to access valid health information and health-promoting products and services. Students will demonstrate the ability to advocate for personal, family and community health.</p>
Elementary School Grades K-5			
<p>Students will comprehend concepts related to health promotion and disease prevention. Students will analyze the influence of culture, media, technology and other factors on health</p>	<p>Student exhibits responsible personal and social behavior that respects self and others Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks</p>	<p>Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p>	<p>Students will demonstrate the ability to access valid health information and health-promoting products and services. Students will demonstrate the ability to advocate for personal, family and community health.</p>

SANBORN REGIONAL SCHOOL DISTRICT-WIDE WORLD LANGUAGE COMPETENCIES 6-12

World Language Competencies 6-12

Communication	Cultures	Connections	Comparisons	Communities
Communicate in the world language.	Gain Knowledge and Understanding of the Cultures of the World.	Connect with Other Disciplines and Acquire Information.	Develop Insight into the Nature of Language and Culture.	Participate in Communities at Home and Around the World.
High School 9-12				
Communicate in the world language.	Gain Knowledge and Understanding of the Cultures of the World.	Connect with Other Disciplines and Acquire Information.	Develop Insight into the Nature of Language and Culture.	Participate in Communities at Home and Around the World.
Students will understand how to communicate in the target language.	Students will gain knowledge and understanding of the cultures of the world.	Students will make connections and comparisons with the target culture and their own.	<p>Students will demonstrate a level of proficiency in reading comprehension in the target language.</p> <p>Students will demonstrate a level specific proficiency in vocabulary usage in the target language.</p> <p>Students will demonstrate a level specific proficiency in writing (making an idea clear) in the target language.</p> <p>Students will demonstrate a level specific proficiency in grammar in the target language.</p>	Students will participate in communities at home and around the world.
Middle School Grades 6-8				
Communicate in the world language.	Gain Knowledge and Understanding of the Cultures of the World.	Connect with Other Disciplines and Acquire Information.	Develop Insight into the Nature of Language and Culture.	Participate in Communities at Home and Around the World.
Students will understand how to communicate in the target language.	Students will gain knowledge and understanding of the cultures of the world.	Students will make connections and comparisons with the target culture and their own.	<p>Students will demonstrate a level of proficiency in reading comprehension in the target language.</p> <p>Students will demonstrate a level specific proficiency in writing and vocabulary usage</p>	Students will participate in communities at home and around the world.

SANBORN REGIONAL SCHOOL DISTRICT-WIDE TECHNOLOGY COMPETENCIES K-12

Competencies K-12

Creativity and Innovation	Communication and Collaboration	Research and Information Fluency	Critical Thinking, Problem-Solving, Decision-Making	Digital Citizenship	Technology Operations and Concepts
Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology	Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others	Apply digital tools to gather, evaluate, and use information	Use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources	Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior	Demonstrate a sound understanding of technology concepts, systems and operations

High School 9-12

Creativity and Innovation	Communication and Collaboration	Research and Information Fluency	Critical Thinking, Problem-Solving, Decision-Making	Digital Citizenship	Technology Operations and Concepts
Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology	Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others	Apply digital tools to gather, evaluate, and use information	Use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources	Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior	Demonstrate a sound understanding of technology concepts, systems and operations

Middle School Grades 6-8

Creativity and Innovation	Communication and Collaboration	Research and Information Fluency	Critical Thinking, Problem-Solving, Decision-Making	Digital Citizenship	Technology Operations and Concepts
Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology	Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others	Apply digital tools to gather, evaluate, and use information	Use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources	Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior	Demonstrate a sound understanding of technology concepts, systems and operations

Elementary School Grades K-5

Creativity and Innovation	Communication and Collaboration	Research and Information Fluency	Critical Thinking, Problem-Solving, Decision-Making	Digital Citizenship	Technology Operations and Concepts
Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology	Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others	Apply digital tools to gather, evaluate, and use information	Use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources	Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior	Demonstrate a sound understanding of technology concepts, systems and operations

Technology Integration Competencies

Student "I Can" Statements for Technology Applications in All Classes

Competencies	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Creativity and Innovation</i>	I CAN use digital tools to create illustrations and sounds to show what I know	I CAN use digital tools to create sentences, illustrations, and sounds that demonstrate my understanding of classroom concepts.	I CAN use digital tools to write and illustrate a complete story.	I CAN create a multimedia presentation.	I CAN create a digital video that contains added sound and visual effects.	I CAN produce a correctly formatted report that includes images, diagrams, captions, and bibliography
Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology						
<i>Communication and Collaboration</i>	I CAN contribute to a digitally-produced and shared class story.	I CAN contribute to a digitally-produced and shared class writing and audio project.	I CAN contribute to a digitally-produced and shared class multimedia project.	I CAN contribute to a group multimedia research and presentation project.	I CAN perform peer reviews and publish my writing using digital tools.	I CAN communicate with my classmates and teachers using email, blog posts, and instant messaging/chat.
Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others						
<i>Research and Information Fluency</i>	I CAN gather details from watching a video, going on a virtual field trip, or interacting with an expert online.	I CAN locate information within a digital document.	I CAN search for and locate an online source of information with teacher guidance.	I CAN use a variety of search techniques to locate information using quality online sources.	I CAN use technology to help me organize information from multiple sources.	I CAN correctly cite my sources of information for research projects.
Apply digital tools to gather, evaluate, and use information						
<i>Critical Thinking, problem-solving, Decision Making</i>	I CAN help create a pictograph.	I CAN create a pictograph using digital tools to compare two or more things in order to answer a question with teacher assistance.	I CAN create a pictograph using digital tools to compare two or more things in order to answer a question.	I CAN use digital tools to graph and analyze a set of results.	I CAN formulate a question, gather statistical information using technology tools, and share that information in a digital format.	I CAN identify a problem and use technology to design a solution to that problem
Use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources						
<i>Digital Citizenship</i>	I CAN use technology to learn in a safe way.	I CAN show how to keep computer devices clean and safe.	I CAN save and protect my digital work.	I CAN explain how technology can be both helpful and harmful.	I CAN explain and apply how to protect myself and others in an online environment.	I CAN contribute effectively within a virtual learning environment
Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior						
<i>Technology and Operations and Concepts</i>	I CAN navigate an online environment using a mouse, track pad,, and touch screen.	I CAN use the keyboard to access the computer and the internet.	I CAN apply troubleshooting skills while accessing and using technology.	I CAN use the keyboard effectively to compose writing, navigate the computer, and locate the information I need online.	I CAN provide examples of technology innovations and how they make work easier.	I CAN keyboard efficiently enough to produce a two-page paper in a class period.
Demonstrate a sound understanding of technology concepts, systems and operations						

Technology Integration Competencies

Student "I Can" Statements for Technology Applications in All Classes

Competencies	Grade 6	Grade 7	Grade 8	Grades 9-12
<i>Creativity and Innovation</i>	I CAN demonstrate my learning by describing and illustrating a content-related concept or process using a model, simulation, or concept-mapping software.	I CAN create original animations or videos documenting school, community, or global events and topics.	I CAN integrate a variety of file types to create and illustrate a document or presentation.	I CAN use digital tools to design, develop, and present/publish a project that demonstrates my content knowledge and skills.
Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology				
<i>Communication and Collaboration</i>	I CAN use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners.	I CAN participate in a cooperative learning project in an online learning community.	I CAN participate in an online learning community, including posting responses, collaborating on projects, uploading and downloading documents, and viewing or listening to media files to acquire information.	I CAN successfully complete a unit or course in an online learning environment, including posting responses, collaborating on projects, uploading and downloading documents, and viewing or listening to media files to acquire information.
Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others				
<i>Research and Information Fluency</i>	I CAN gather data, examine patterns, and apply information for decision making using digital tools and resources	I CAN select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.	I CAN evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content.	I CAN locate relevant and authoritative sources for my research project using databases of scholarly articles, and I can evaluate Web resources for authority, bias, currency, and design.
Apply digital tools to gather, evaluate, and use information				
<i>Critical Thinking, problem-solving, Decision Making</i>	I CAN employ data-collection technology, such as probes, handheld devices, and geographic mapping systems, to gather, view, analyze, and report results for content-related problems.	I CAN gather data, examine patterns, and apply information for decision making using digital tools and resources.	I CAN gather data, examine patterns, and apply information for decision making using digital tools and resources.	I CAN identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions.
Use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources				
<i>Digital Citizenship</i>	I CAN explain the benefits and contributions of technology to society and identify issues or problems caused by technology.	I CAN correctly document/cite my websites, pictures, and other online resources.	I CAN draw direct and indirect quotes from digital resources, correctly citing and formatting the source information.	I MODEL good digital citizenship by giving credit to my sources of information, recognize ownership of creative works, and respect copyright laws. I use a standard format of citation such as MLA or APA. Whenever possible, I also use hyperlinks to connect my work to my online sources.
Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior				
<i>Technology and Operations and Concepts</i>	I CAN independently develop and apply strategies for identifying and solving routine hardware and software problems.	I CAN operate and troubleshoot classroom presentation equipment.	I CAN present or share my digital project using a variety of methods.	I CAN select from a variety of Web 2.0 tools to use for educational and real-world tasks and justify the selection based on their efficiency and effectiveness.
Demonstrate a sound understanding of technology concepts, systems and operations				

SANBORN REGIONAL SCHOOL DISTRICT-WIDE BUSINESS COMPETENCIES 9-12

Department Competencies

Career Development	Information Technology	Management
<i>Understand the expectations of an ever changing career environment and be able to use resources, self-reflection, and tools to plan for a career.</i>	<i>Understand the use of technology as a tool for facilitating personal and business functions.</i>	<i>Understand the benefits of teamwork and consensus building inside and outside an organization's operations.</i>

Course Specific Competencies

Marketing Entrepreneurship	Economics and Personal Finance	Personal Finance
<i>Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.</i>	<i>Developing an appreciation for and understanding of entrepreneurship in our economy.</i>	<i>Understand that to successfully manage personal and business activities and individual must make informed decisions, individuals must understand how the system operates as well as their own role in the system.</i>
Digital Citizenship	End Product Evaluation	Programing Operations and Concepts
<i>Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>	<i>Develop a sound solution to the task.</i>	<i>Demonstrate an understanding and working knowledge of programing, coding and operations.</i>

SANBORN REGIONAL SCHOOL DISTRICT CAREER AND TECHNOLOGY EDUCATION 9-12

District Career and Technology Education Competencies

Technology	Design and Engineering	Problem-solving	Construction Technologies	Career Awareness
Develop an understanding of the core concepts of technology	Develop an understanding of the attributes of design and engineering design	Develop an understanding of the role of troubleshooting, research and development, invention and innovations and experimentation in problem solving	Develop an understanding of and be able to select tools, materials, and equipment used in career and technology education.	Demonstrate an awareness of career opportunities and requirements needed to make informed and meaningful choices in their education/employment in technical occupations

Woodworking/ Welding/Metals /Automotive and Machines

Technology	Design and Engineering	Problem-solving	Construction Technologies	Career Awareness
Develop an understanding of the core concepts of technology	Develop an understanding of the attributes of design and engineering design	Develop an understanding of the role of troubleshooting, research and development, invention and innovations and experimentation in problem solving	Develop an understanding of and be able to select tools, materials, and equipment used in career and technology education.	Demonstrate an awareness of career opportunities and requirements needed to make informed and meaningful choices in their education/employment in technical occupations

Computer Aided Design [CAD] Architectural

Software	Floor Plans	Elevations	Foundation Plan	Wall Section
The ability to input data into the CAD system and generate a working drawing following the standards set by AIA or ANSI.	Create and dimension a floor plan utilizing client preferences and following standards set by the AIA.	Create and dimension an elevation from an existing floor plan that follows local building codes and standards set forth by AIA.	Create and dimension a foundation plan from an existing floor plan that follows local building codes and standards set forth by AIA.	Create a wall section that reflects the building it is cut from in compliance with AIA guidelines.

Computer Aided Design [CAD] Mechanical

Software	Multi-view Drawing	Dimensioning	Sectioning	Auxiliary
The ability to input data into the CAD system and generate a working drawing following the standards set by AIA or ANSI.	Develop a multi-view drawing from an object to a finish drawing following ANSI standards.	Comply with the dimensioning procedures outlined by ANSI.	Identify and construct sectional views complying with ANSI regulations.	Identify and construct auxiliary views complying with ANSI regulations.

SANBORN REGIONAL SCHOOL DISTRICT FAMILY AND CONSUMER SCIENCE 9-12

District Family and Consumer Science Competencies

Textiles, Fashion, and Apparel	Human Development	Food Preparation	Nutrition and Wellness
Integrate knowledge, skills, and practices required for careers in textiles and apparels.	Analyze factors that influence human growth & development.	Integrate knowledge, skills, and practices required for careers in food production and services.	Demonstrate nutrition and wellness practices that enhance individual and family well-being.
Foods and Nutrition			
Practices	Terms and Technology	Food Preparation	Nutritional Theories
Assess conditions and practices that promote safe food handling and methods for preventing a food borne illness outbreak in commercial or home practice	Become familiar with food preparation terminology and identify various tools and equipment used in food preparation	Demonstrate ability to select, store, prepare and serve nutritious, safe and appealing foods	Become familiar with the basic nutritional needs of the human body and evaluate their diet according to current nutritional standards
Sewing			
Use of Machines and Tools	Computation and Measuring	Altering/Repairing	Instructional Reading
Become familiar with the use and operation of the sewing machine, fabric preparation, terminology and equipment used in Quilting	Reinforce chart, graph, table reading skills, basic math computation and measuring skills	Demonstrate skills needed to produce, alter or repair textile products	Demonstrate the interest and ability to read instructional materials fluently with understanding and appreciation
Human Growth and Development			
Human Growth and Development			College and Career Readiness Skills
Analyze roles and responsibilities of parenting	Evaluate parenting practices that maximize human growth and development.	Analyze strategies that promote growth and development across the life span	Explore career, civic and learning self-direction Understand how to manage their personal and community resource opportunities.

SANBORN REGIONAL SCHOOL DISTRICT GUIDANCE K-12

District Guidance Competencies

Academic Development	College & Career Development	Personal and Social Development
Students will demonstrate attitudes, knowledge, and skills that contribute to effective lifelong learning.	Students will understand the relationship between personal qualities, education and training, and the world of work.	Students will acquire the following attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
High School 9-12		
Students will demonstrate attitudes, knowledge, and skills that contribute to effective lifelong learning.	Students will understand the relationship between personal qualities, education and training, and the world of work.	Students will acquire the following attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
Middle School Grades 6-8		
Students will demonstrate a firm grounding in the interactive language processes of reading, writing, speaking, listening, and viewing, as well as the ability to use those skills to communicate effectively.	Students will understand the relationship between individual qualities, education and training, and the world of work.	The students will demonstrate characteristics and behaviors necessary for success in school, work, and everyday settings.
Elementary School Grades K-5		
Students will demonstrate a firm grounding in the interactive language processes of reading, writing, speaking, listening, and viewing, as well as the ability to use those skills to communicate effectively.	Students will understand the relationship between individual qualities, education and training, and the world of work.	The students will demonstrate characteristics and behaviors necessary for success in school, work, and everyday settings.

Sanborn School District Library Competencies

Inquiry and Research Skills are used to explore a topic of interest, build understanding, and communicate what was learned. This involves conducting both short and sustained projects by gathering relevant information from multiple print and digital sources, assessing the credibility and accuracy of sources, and integrating the information while avoiding plagiarism.

Inquiry and research skills are taught in collaboration with librarians and content area teachers.

Common Core State Standards

[CCSS.ELA-LITERACY.W.K-3.7](#) [CCSS.ELA-LITERACY.W.K-3.8](#) [CCSS.ELA-LITERACY.W.4-5.9](#)
[CCSS.ELA-LITERACY.WHST.6-12.7](#) [CCSS.ELA-LITERACY.WHST.6-12.8](#) [CCSS.ELA-LITERACY.WHST.6-12.9](#)

	K-2	3-4	5-6	7-8	9-12
Inquiry and Research Skills	<p>Students will engage in small group research/ inquiry to investigate topics of shared interest.</p> <ul style="list-style-type: none"> I can participate in shared research projects. I can gather information from provided sources to answer a question with guidance and support from adults. 	<p>Students will engage in group and individual research/inquiry to investigate topics of individual or shared interest and to analyze, integrate, and present information.</p> <ul style="list-style-type: none"> I can conduct short research projects to build knowledge about a topic. I can gather information from print and digital sources. I can sort evidence into provided categories. I can draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>Students will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible and relevant sources.</p> <ul style="list-style-type: none"> I can conduct short research projects to build knowledge through investigation of different aspects of a topic. I can analyze information within and among sources of information (print and non-print sources, data sets, conducting procedures, etc.) I can gather relevant information from print and digital sources. I can draw evidence from literary or informational texts to support analysis, reflection, and research. I can cite information by providing a list of sources. 	<p>Students will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.</p> <ul style="list-style-type: none"> I can conduct short and longer research projects to explore a topic, issue or problem, analyzing interrelationships among concepts or perspectives. I can analyze the purpose of information presented in diverse media and formats. I can gather, select, and cite information. I can use search terms effectively. I can assess the credibility and accuracy of multiple sources. I can avoid plagiarism and follow a standard format for citation. I can draw evidence from informational texts to support analysis, reflection, and research. 	<p>Students will engage in research projects to investigate, analyze, synthesize, integrate, and present information, demonstrating an understanding of the use of credible, relevant, appropriate, and reliable sources.</p> <ul style="list-style-type: none"> I can conduct short and long research projects to answer a question or solve a problem. I can synthesize multiple sources on the subject. I can gather relevant information from multiple authoritative primary and secondary sources using advanced searches effectively. I can assess the usefulness of my sources. I can avoid plagiarism and follow a standard format for citation. I can draw evidence from informational texts to support analysis, reflection, and research.