

SRSD GRADUATION COMPETENCIES

These competencies have been developed using exemplars from “Great Schools Partnership”. They will be used from grades K-12 so that we have consistency in reporting across the district, which will aid in our evaluation of programs as well as analysis of learning. They are simplified so that the focus can be on the Performance Indicators of student work along grade bands.

English/Language Arts (ELA)

Reading Literature & Informational Text: Students will read closely to analyze and evaluate all forms of (i.e. complex literary and informational) texts

Writing: Students will construct task-appropriate writing for diverse purposes and audiences

Research: Students will design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics

Speaking & Listening: Students will collaborate and communicate effectively in a range of discussions, responding appropriately to diverse perspectives

Language: Students will employ the components of language (including conventions and word choice) effectively in written or spoken form

Math

Mathematical Reasoning and Communication: Students will reason mathematically to solve problems and communicate with others

Modeling: Students will choose the appropriate mathematics to describe, understand and analyze real-world situations

Number and Quantity: Students will reason, describe, and analyze quantitatively using number and units to solve problems

Functions and Algebraic Reasoning: Students will create, interpret, use, and analyze expressions, equations and inequalities including recognizing when a relationship is a function and evaluating that function

Geometry and Measurement: Students will apply concepts of geometry, spatial reasoning, and measurement in the context of real world problems

Data, Statistics and Probability: Students will apply principles of statistics and probability to analyze and interpret data, reach and justify conclusions and make inferences and predictions

Science

Physical Sciences - Structure and Properties of Matter / Forces and Interactions (PS + PS2): Students will demonstrate an understanding of structure, properties, and interactions of matter (PS) and explain and predict interactions between objects and within systems of objects (PS) through the integration of scientific and engineering practices and crosscutting concepts

Physical Sciences - Energy, Waves, and Electromagnetic Radiation (PS3 + PS4): Students will demonstrate an understanding of the characteristics and properties of energy (PS) and explain how waves are used to transfer energy and information (PS) through the integration of scientific and engineering practices and crosscutting concepts

Life Sciences - Structure, Function, and Information Processing (LS): Students will demonstrate an understanding of how organisms live, grow, respond to their environment, and reproduce using molecular, structural, and chemical biology (LS) through the integration of scientific and engineering practices and crosscutting concepts

Life Sciences - Matter and Energy in Organisms and Ecosystems (LS2): Students will demonstrate an understanding of the characteristics, functions, and behavioral interactions within an ecosystem (LS) through the integration of scientific and engineering practices and crosscutting concepts

Life Sciences - Heredity, Natural Selection and Biodiversity of Organisms (LS3 + LS4): Students will demonstrate an understanding of genetics, variation of traits (LS), adaptation, natural selection, and biodiversity (LS) through the integration of scientific and engineering practices, and crosscutting concepts

Earth and Space Sciences - Earth’s Place in the Universe (ESS): Students will demonstrate an understanding of the origins, interactions and relationships between and among the Earth, our solar system, and the Universe (ESS) through the integration of scientific and engineering practices and crosscutting concepts

Earth and Space Sciences - Earth Systems and Human Impact (ESS2 + ESS3): Students will demonstrate an understanding of how and why Earth is constantly changing (ESS) and how Earth’s surface processes and human activities affect each other (ESS) through the integration of scientific and engineering practices and crosscutting concepts

Engineering, Technology, and Application of Science (ETS + ETS2): Students will apply the engineering design process to define, develop and optimize a solution to a real world problem and demonstrate understanding of how engineering, technology, science, and society are interconnected (ETS) through the integration of science and engineering practices, crosscutting concepts and disciplinary core ideas

Nature of Science – The Scientific Method: Students will demonstrate the ability to work collaboratively and individually to implement the scientific method. generate testable questions or define problems, plan and conduct investigation 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.

Social Studies

History: Students will interpret how the past influences the present and shapes the future, contributing to continuity and change

Geography: Students will analyze the physical, human, environmental geography of NH, US, and the world to evaluate the interdependent relationships and changes facing human systems in the past, present, and future

Civics and Government: Students will analyze how people create and change structures of power, authority, and governance in order to accomplish common goals and engage as an active citizen in local, national, and/or global political processes.

Economics: Students will analyze the roles of individuals, institutions, and governments in economic systems

Inquiry/Research/Communication: Students will use inquiry to make sense of the world; they will employ various technologies and skills to find information and to communicate responses to questions through well-reasoned, evidence-based arguments that can be used as a foundation for action.

Physical Education

Motor Skills: Students will demonstrate competency in a variety of motor skills.

Movement Concepts: Students will apply knowledge of concepts, principles, strategies and skills related to: movement, performance, and maintaining a health-enhancing level of physical activity and fitness.

Personal and Social Behavior: Students will recognize the value of physical activity while exhibiting responsible personal and social behavior that respects self and others.

Health & Wellness

Social Health: Students will demonstrate an ability to: access valid information and services; advocate for personal, family and community health; and build a strong awareness of self within society.

Emotional Health: Students will demonstrate an ability to analyze external influences and use resulting growing awareness to improve decision-making skills, set goals, and practice/promote emotional well-being and self-management.

Physical Health: Students will demonstrate understanding of concepts related to wellness and the ability to practice and promote this understanding.

Visual Arts

Create: Students will identify and use the creative process to develop works of art.

Present: Students will demonstrate skills through presentation and/or performance.

Respond: Students will apply criteria to evaluate and/or interpret artistic work.

Music

Create: Students will identify and use the creative process to develop works of art.

Present/Perform/Produce: Students will demonstrate skills through presentation and/or performance.

Respond: Students will apply criteria to evaluate and/or interpret artistic work.

These competencies encompass the K-12 experience, allowing students and families to trace academic progress from year to year. They do not cover all of the possible content areas a student would experience in their educational career at Sanborn, such as World Language, which will have an appropriate set of competencies for the secondary level.

Ongoing Professional Development will be provided to teachers on Performance Indicators and their relationship to knowledge and skills in each content area.