

Reporting Out 21st Century Learning Expectations

Joseph Case High School

Semester II: 2011-2012

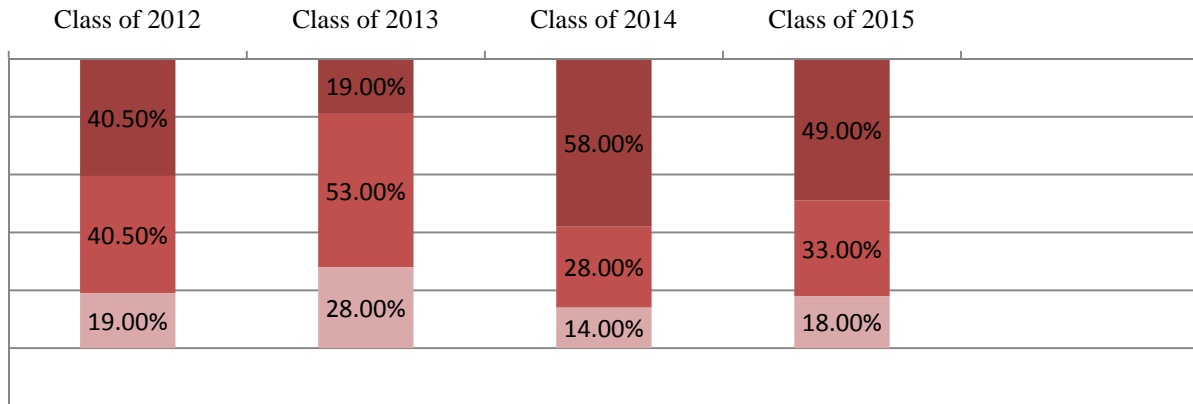
21 st Century Learning Expectation	2 Meets Standard	1 Progressing Towards	0 Does Not Meet
1. Students should use technology to access, evaluate and apply appropriate information for authentic learning opportunities.	Frequently: <ul style="list-style-type: none"> • Accesses variety of resources. • Uses appropriate technology in research. • Evaluates research and uses sources which lead to authentic learning opportunities. • Decides which sources better research or detract from research. • Cites all sources accurately and effectively. • Applies research to create a final scholarly research product. 	Sometimes: <ul style="list-style-type: none"> • Accesses variety of resources. • Uses appropriate technology in research. • Evaluates research and uses sources which lead to authentic learning opportunities. • Decides which sources better research or detract from research. • Cites all sources accurately and effectively. • Applies research to create a final scholarly research product. 	Rarely: <ul style="list-style-type: none"> • Accesses variety of resources. • Uses appropriate technology in research. • Evaluates research and uses sources which lead to authentic learning opportunities. • Decides which sources better research or detract from research. • Cites all sources accurately and effectively. • Applies research to create a final scholarly research product.

*Primary reporting responsibility of **history** and **science** departments.*

Data includes special education, CACE and ARCH students.

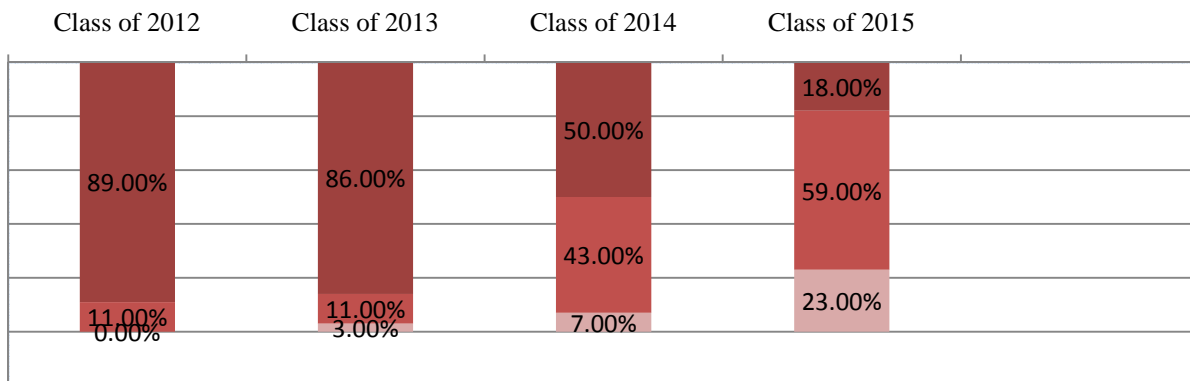
“Progressing Towards” is targeted as an acceptable level of achievement.

HISTORY



■ Meeting Standard
 ■ Progressing Towards Standard
 ■ Currently Not Meeting Standard

SCIENCE

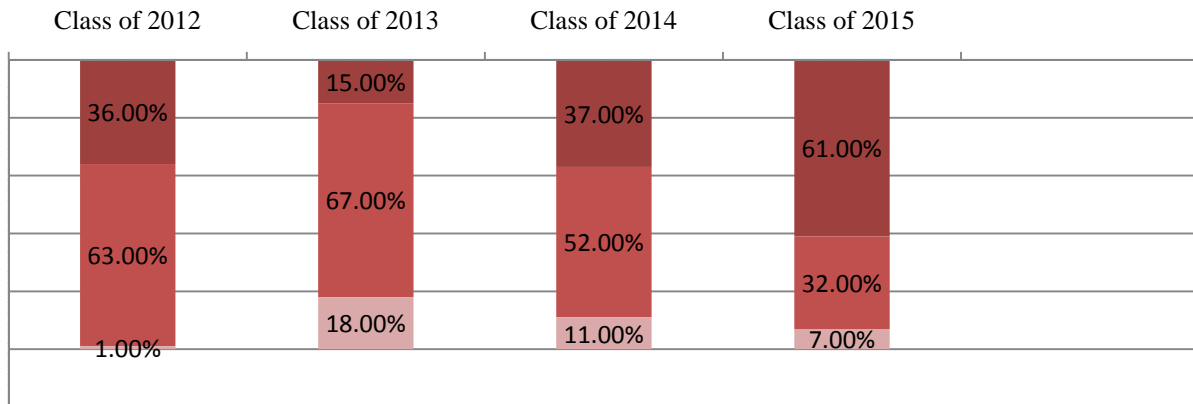


■ Meeting Standard
 ■ Progressing Towards Standard
 ■ Currently Not Meeting Standard

21 st Century Learning Expectation	2 Meets Standard	1 Progressing Towards	0 Does Not Meet
2. Students should work independently and collaboratively to problem solve.	Frequently: <ul style="list-style-type: none"> • Focuses on task and end results. • Self-directs work. • Listens to, shares with, and supports efforts of others. • Provides useful ideas in group setting. • Is a team member. 	Sometimes: <ul style="list-style-type: none"> • Focuses on task and end results. • Self-directs work. • Listens to, shares with, and supports efforts of others. • Provides useful ideas in group setting. • Is a team member. 	Rarely: <ul style="list-style-type: none"> • Focuses on task and end result. • Self-directs work. • Listens to, shares with, and supports efforts of others. • Provides useful ideas in group setting. • Is a team member.

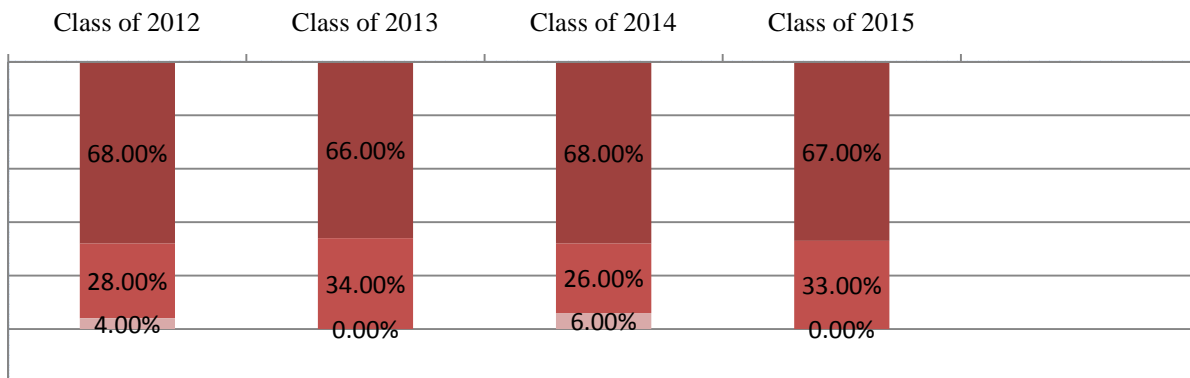
Primary reporting responsibility of *math, computer, physical education and health* departments
 Data includes special education, CACE and ARCH students.
 "Progressing Towards" is targeted as an acceptable level of achievement.

MATH



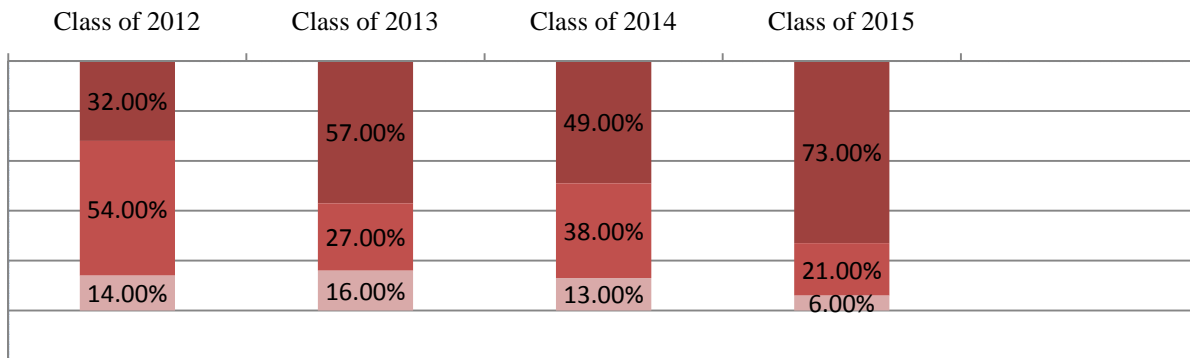
■ Meeting Standard ■ Progressing Towards Standard ■ Currently Not Meeting Standard

COMPUTER SCIENCE/BUSINESS



■ Meeting Standard ■ Progressing Towards Standard ■ Currently Not Meeting Standard

HEALTH AND PHYSICAL EDUCATION

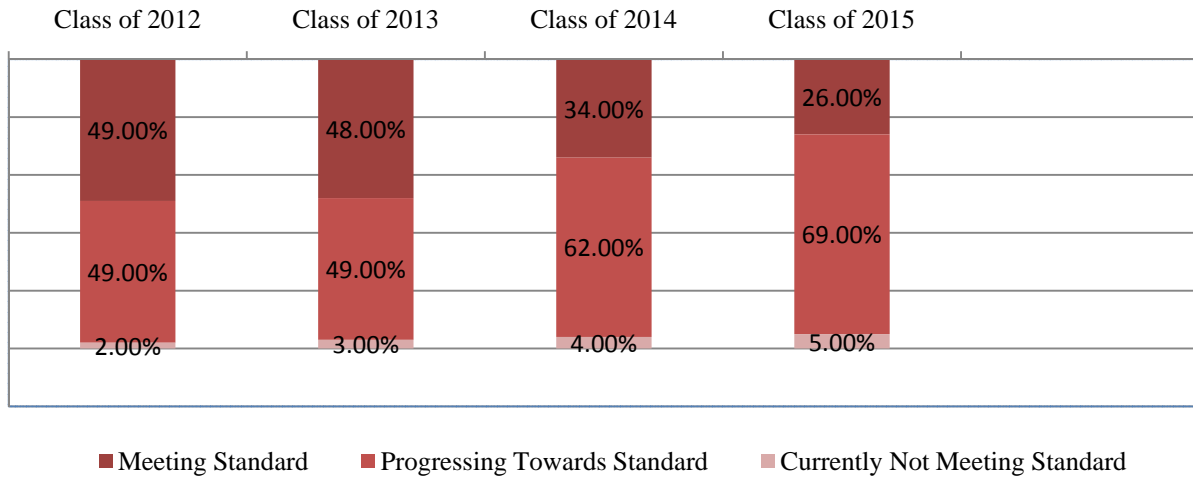


■ Meeting Standard ■ Progressing Towards Standard ■ Currently Not Meeting Standard

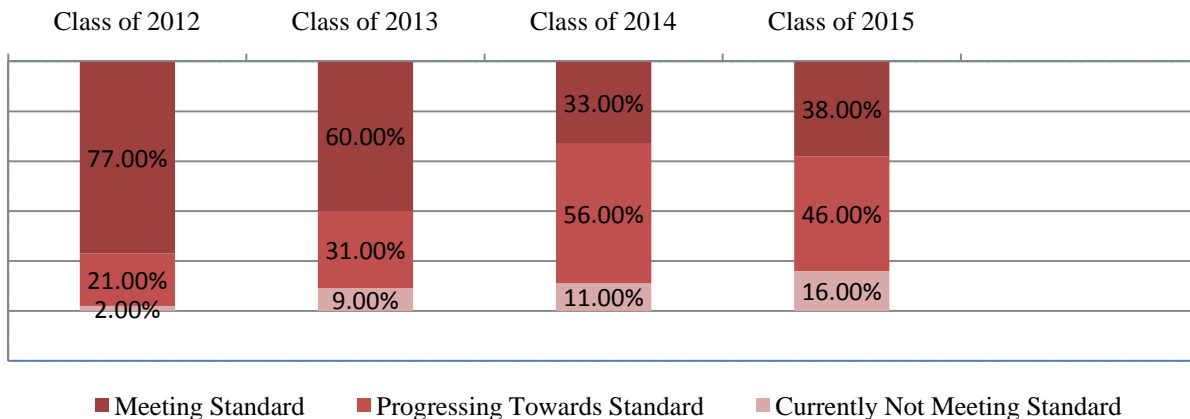
21 st Century Learning Expectation	2 Meets Standard	1 Progressing Towards	0 Does Not Meet
3. Students should communicate clearly and effectively.	Frequently: <ul style="list-style-type: none"> • Presents information coherently. • Presents logical continuity of ideas. • Uses variety of effective word choices. • Develops variety of sentence structures. • Utilizes appropriate language conventions of grammar, spelling, punctuation and usage. • Demonstrates few grammatical errors. • Provides effective closure summarizing main points. 	Sometimes: <ul style="list-style-type: none"> • Presents information coherently. • Presents logical continuity of ideas. • Uses variety of effective word choices. • Develops variety of sentence structures. • Utilizes appropriate language conventions of grammar, spelling, punctuation and usage. • Demonstrates few grammatical errors. • Provides effective closure summarizing main points. 	Rarely: <ul style="list-style-type: none"> • Presents information coherently. • Presents logical continuity of ideas. • Uses variety of effective word choices. • Develops variety of sentence structures. • Utilizes appropriate language conventions of grammar, spelling, punctuation and usage. • Demonstrates few grammatical errors. • Provides effective closure summarizing main points.

Primary reporting responsibility of **English** and **foreign language** department.
 Data includes special education, CACE and ARCH students.
 “Progressing Towards” is targeted as an acceptable level of achievement.

ENGLISH



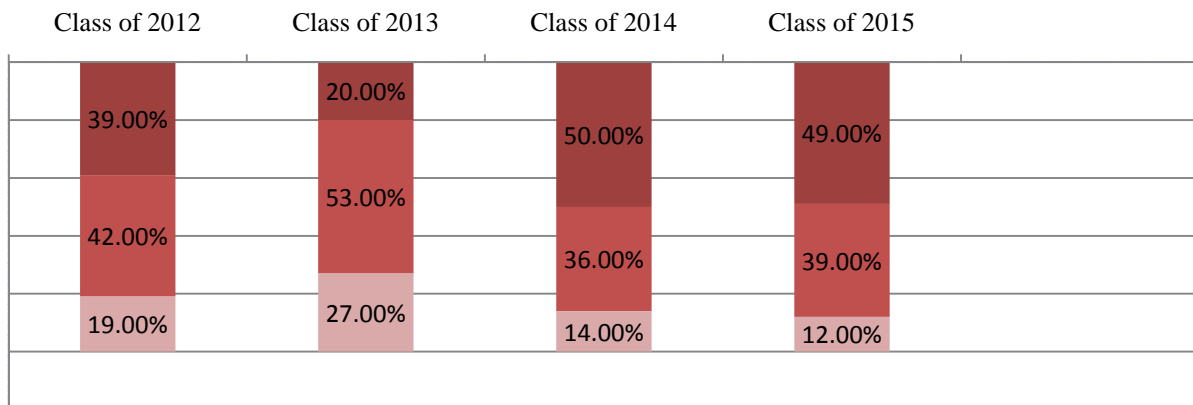
FOREIGN LANGUAGE



21 st Century Learning Expectation	2 Meets Standard	1 Progressing Towards	0 Does Not Meet
4. Students should become active learners, demonstrating innovation and adaptability.	Frequently: <ul style="list-style-type: none"> • Determines and completes work from missed classes without reminders in a reasonable time frame. • Seeks out and makes use of extra help when needed • Approaches group work, volunteers for specific tasks within the group and is an asset to the group. • Maintains, reviews and uses corrected assessments as learning tools. • Creates and implements plans to complete assigned work • Recognizes and uses all forms of technology as learning tools • Recognizes and uses cross curricular opportunities to enhance learning • Makes the best use his/her physical learning environment • Adapts to group dynamics to enhance the learning environment • Uses schedule changes as opportunities to enhance learning 	Sometimes: <ul style="list-style-type: none"> • Determines and completes work from missed classes without reminders in a reasonable time frame. • Seeks out and makes use of extra help when needed • Approaches group work, volunteers for specific tasks within the group and is an asset to the group. • Maintains, reviews and uses corrected assessments as learning tools. • Creates and implements plans to complete assigned work • Recognizes and uses all forms of technology as learning tools • Recognizes and uses cross curricular opportunities to enhance learning • Makes the best use his/her physical learning environment • Adapts to group dynamics to enhance the learning environment • Uses schedule changes as opportunities to enhance learning 	Rarely: <ul style="list-style-type: none"> • Determines and completes work from missed classes without reminders in a reasonable time frame. • Seeks out and makes use of extra help when needed • Approaches group work, volunteers for specific tasks within the group and is an asset to the group. • Maintains, reviews and uses corrected assessments as learning tools. • Creates and implements plans to complete assigned work • Recognizes and uses all forms of technology as learning tools • Recognizes and uses cross curricular opportunities to enhance learning • Makes the best use his/her physical learning environment • Adapts to group dynamics to enhance the learning environment • Uses schedule changes as opportunities to enhance learning

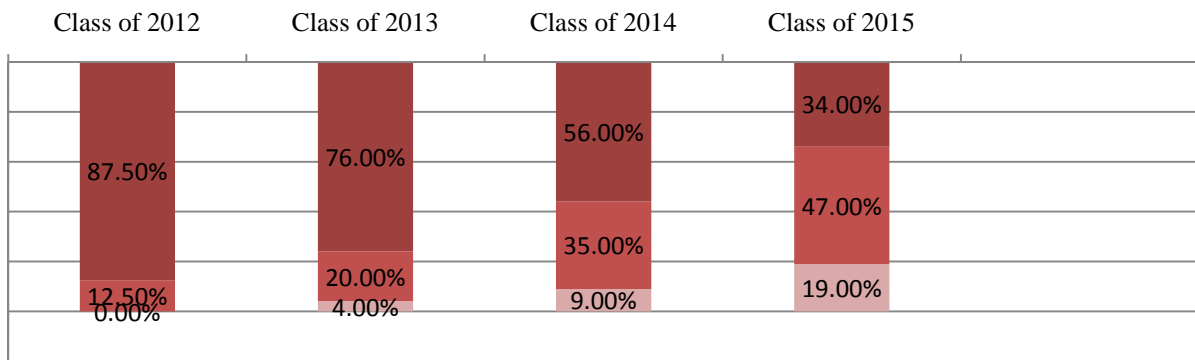
*Primary reporting responsibility of **history** and **science** departments.
 Data includes special education, CACE and ARCH students.
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HISTORY



Meeting Standard
 Progressing Towards Standard
 Currently Not Meeting Standard

SCIENCE

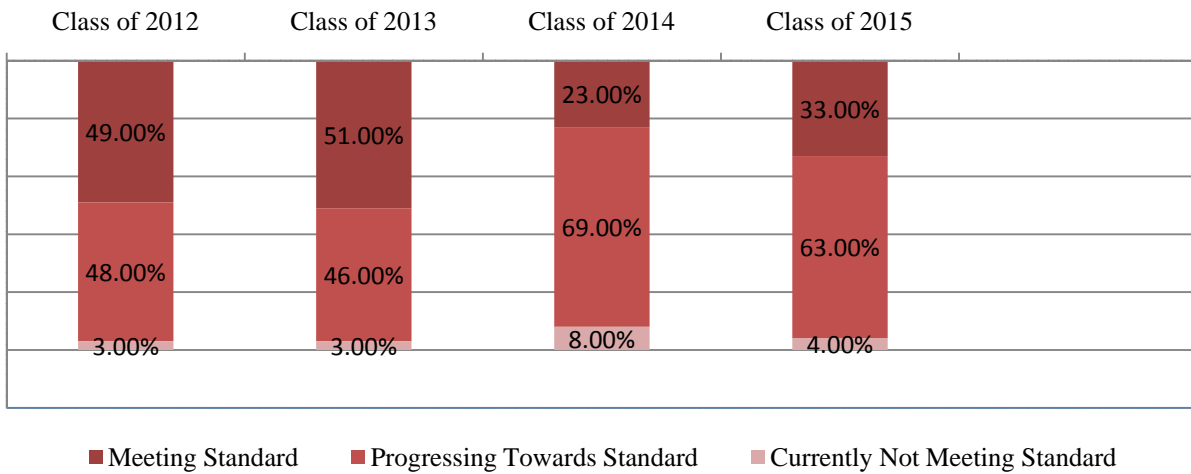


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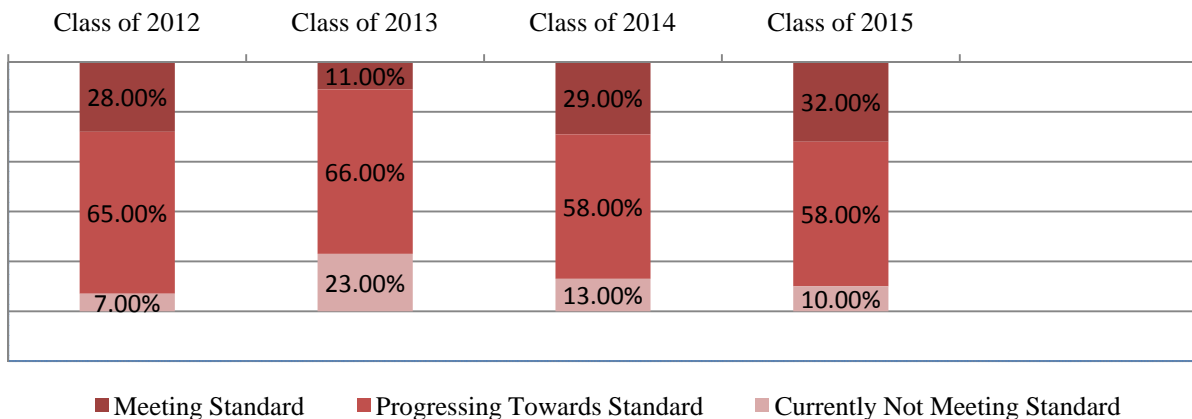
21 st Century Learning Expectation	2 Meets Standard	1 Progressing Towards	0 Does Not Meet
5. Students should apply processes of analysis, evaluation and creation in problem-solving.	Frequently: <ul style="list-style-type: none"> Understands the problem and relates it to real world situations. Identifies and collects all of the information needed to solve the problem. Uses an efficient /effective strategy to solve the problem. Evaluates the solution to the problem and makes all appropriate corrections; confirms validity of solution. Shows original thought; ideas are creative and inventive. 	Sometimes: <ul style="list-style-type: none"> Understands the problem and proceeds to the next step. Identifies and collects some of the information needed to solve the problem. Uses an effective strategy to solve the problem. Evaluates the solution to the problem and makes some appropriate corrections. Shows some original thought; uses some ideas from other people. 	Rarely: <ul style="list-style-type: none"> Understands the problem and proceeds to the next step. Identifies and collects some of the information needed to solve the problem. Uses an effective strategy to solve the problem. Evaluates the solution to the problem and makes appropriate corrections. Shows original thought; uses other people's ideas.

Primary reporting responsibility of **English and math** department as well as **fine and industrial arts** courses.
 Data includes special education, CACE and ARCH students.
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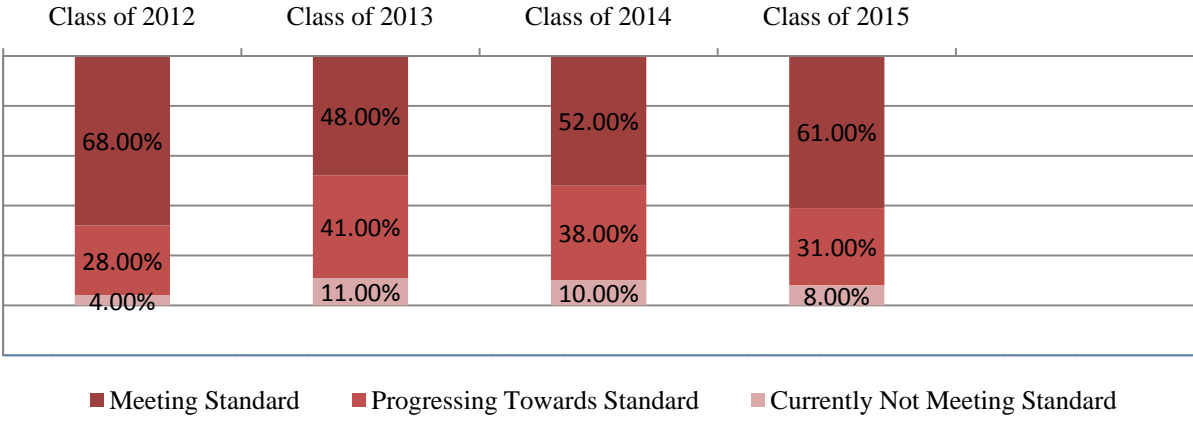
ENGLISH



MATH



FINE AND INDUSTRIAL ARTS



21 st Century Learning Expectation	2 Meets Standard	1 Progressing Towards	0 Does Not Meet
6. Students should demonstrate character through: <ul style="list-style-type: none"> • personal responsibility. • cultural appreciation. • ethical behavior. 	Frequently: <ul style="list-style-type: none"> • Completes assignments in a timely manner. • Practices self-advocacy. • Demonstrates awareness and understanding of a fine, performing or industrial art. • Demonstrates academic ethics in research, writing and citation. 	Sometimes: <ul style="list-style-type: none"> • Completes assignments in a timely manner. • Practices self-advocacy. • Demonstrates awareness and understanding of a fine, performing or industrial art. • Demonstrates academic ethics in research, writing and citation. 	Rarely: <ul style="list-style-type: none"> • Completes assignments in a timely manner. • Practices self-advocacy. • Demonstrates awareness and understanding of a fine, performing or industrial art. • Demonstrates academic ethics in research, writing and citation.

Primary reporting responsibility found in response to senior capstone projects
 Data includes special education, CACE and ARCH students.
 "Progressing Towards" is targeted as an acceptable level of achievement.

ENGLISH

Class of 2012

